



**RELI 160 D2 – Abrahamic Religions**  
**Gen Ed Tier One Traditions and Cultures**  
**Pacheco ILC 119, MoWeFr 12:00-12:50pm**

**Description of Course**

A study of Judaism, Christianity, and Islam, including both ancient and modern developments in their cultural contexts.

**Instructor and Contact Information**

Dr. Grant Adamson, Learning Services Building 215, office phone (520) 621-7869,  
[gwa1@email.arizona.edu](mailto:gwa1@email.arizona.edu)

Office Hours MoWe 2:00-3:00pm or by appointment

D2L site: <https://d2l.arizona.edu/d2l/home/621405>

**Course Format and Teaching Methods**

As part of the General Education Curriculum, the design of this course is based on principles of active learning. In order to facilitate that, I've arranged for us to meet in a Collaborative Learning Space; see <http://academicaffairs.arizona.edu/collaborative-learning-spaces>.

What this means, for example, is that I won't show slides of the main points from the reading, while you copy them down. Instead, you will be responsible for noting the main points yourselves as you read, and then in class you'll discuss them in groups, while I move around the room and help where needed. After that, we'll establish some consensus, do some review and recall of important concepts and information. My role, in other words, is more of a coach and coordinator than lecturer, though I will lecture briefly as appropriate.

The amount you learn and your role in the learning process both depend on preparation before class and participation in the classroom. You will be required to prepare a notebook in connection with the reading and the written assignments, so that you're ready to discuss in class. To do so, you should take notes by hand, using a pen or pencil.

Bring two notebooks with you to class: one pad of paper that contains the notes you prepare before class; another pad of paper with blank pages that you can write on, tear out, and hand in for Attendance points.

You should not use a computer or tablet to take notes, unless you need to do so for purposes of physical accessibility and accommodation. The old-fashioned way of note-taking has more advantages than typing; see e.g. [http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WHbEI\\_krKUK](http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WHbEI_krKUK). That said, laptops and tablets are allowed in the classroom, though for course-related use only, such as viewing files on the course website.

## Course Objectives and Expected Learning Outcomes

Students will:

Think critically about the category of Abrahamic religions and about how Jewish, Christian, and Islamic tradition and culture have developed and changed over time.

Effectively communicate their ideas and arguments in writing and discussion.

Reflect on their writing process and respond to feedback.

Understand and value informed opinions about Judaism, Christianity, and Islam and about religion that are different from their own.

Use information ethically and responsibly.

## Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

Attendance and participation in class are vital to the learning process. This is especially true in our course, since the learning is done more actively than passively, and given that we meet in a Collaborative Learning Space. As such, attendance is required and part of the course grade.

**Absence:** You can miss three and only three classes, with no explanation needed and no loss of points. After that, unexcused absences will result in lost points. Absences due to illness or emergency may be excused if you provide documentation from a health-care provider or other relevant, professional third party.

**Late work:** You can turn in one and only one assignment late up to 24hrs, with no explanation needed. After that, late work may only be accepted under the following conditions.

Condition 1: you missed the deadline because of an unpredictable event (such as illness, injury, emergency, car accident/trouble, computer failure/loss/theft).

Condition 2: you provide documentation (such as from a health-care provider).

## Makeup Policy for Students Who Register Late

Students can register late, but they will be responsible for making up all missed assignments. The deadline for doing so will be one week from the date of late registration.

## Required Texts or Readings

Norman Solomon

*Judaism: A Very Short Introduction*

Second Edition, Oxford, 2014/2000

ISBN: 9780199687350

Linda Woodhead

*Christianity: A Very Short Introduction*

Second Edition, Oxford, 2014/2004

ISBN: 9780199687749

Malise Ruthven

*Islam: A Very Short Introduction*  
Second Edition, Oxford, 2012/1997  
ISBN:9780199642878

Harold W. Attridge, ed.  
*The HarperCollins Study Bible – Student Edition*  
HarperCollins, 2006  
ISBN: 9780060786847

A. J. Droge, trans.  
*The Qurʾān: A New Annotated Translation*  
Corrected reprint, Equinox, 2015/2013  
ISBN: 9781845539450

Other required readings will be posted/linked on D2L.

## Required Extracurricular Activities

Students will arrange to chat for 30mins with someone whose ideological or religious background is different from their own – either in person, by phone, or video conference; see Schedule.

## Assignments and Examinations: Schedule/Due Dates

Diagnostic	upload to D2L by midnight on 8/22
Inter-ideological Chat	upload to D2L before class 9/6
Agreement or Disagreement 1	upload to D2L before class 9/18
Agreement or Disagreement 2	upload to D2L before class 9/27
Agreement or Disagreement 3	upload to D2L before class 10/16
Relevance Essay	upload to D2L before class 10/18
Scripture Analysis	
Complete Draft	upload to D2L before class 11/15 and bring hard copy to class
Final Revised Draft	upload to D2L before class 11/27
Position Paper	upload to D2L before class 12/1
Reflection	upload to D2L before class 12/4
Final Exam	Th 12/14 10:30am-12:30pm (D2L)

Assignment sheets with descriptions and instructions will be posted on D2L, and we will go over them in class.

## Writing Requirement

All Tier one and Tier Two General Education Courses are writing intensive; see <http://gened.arizona.edu/content/writing-component>. Students will write approximately 13 pages throughout the semester, and those 13 pages will be broken up into different types of writing assignments, one of which will be revised based on peer review.

## Final Examination or Project

The Final Exam will be Th 12/14 10:30am-12:30pm, according to the Final Exam Schedule. It will be on D2L and so can be taken off campus.

Final Exam Regulations:  
<https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>

Final Exam Schedule:  
<http://www.registrar.arizona.edu/schedules/finals.htm>

## Grading Scale and Policies

Scale:

- A 90-100% excellent
- B 80-89% good
- C 70-79% satisfactory
- D 60-69% poor
- E 0-59% failure

The final grade will be rounded up to the nearest percentage point (e.g. 89.5% to 90%).

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Calculation of the final grade:

- Attendance 15%
- Writing 75%
  - Diagnostic (2.5%)
  - Inter-ideological Chat (20%)
  - Agreements or Disagreements with the Author (3x5 = 15%)
  - Relevance Essay (2.5%)
  - Scripture Analysis (25%)
  - Position Paper (7.5%)
  - Reflection (2.5%)
- Final Exam 10%

Along with assignment sheets, grading rubrics will be posted on D2L, and we will go over them in class.

General Education courses must follow the "40% rule" which means that students must complete and be graded on at least 40% of the course grade by the end of the 8<sup>th</sup> week of classes (or equivalent for uniquely dated courses). By then, in this course, we will be done with the Diagnostic (2.5%), the two Agreements or Disagreements (10%), the Inter-ideological Chat (20%), and half of the Attendance (7.5%), for a total of 40%.

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

**Dispute of Grade Policy:** any disputation of a grade on a paper, project, or exam must be done within one week of the release of the grade.

## Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the standard contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>. The deadline in September 15.

## Schedule

### COURSE INTRO

1st week

Mo 8/21 First day of class

in class ...

- course highlights and overview
- assignment intro: Diagnostic
- rubric check: Diagnostic

Tu 8/22:

finish and upload Diagnostic to D2L by midnight

We 8/23:

before class ...

read Booth et al. pp.188-199 §§13.3-8 (D2L)

read Graff & Birkenstein pp.55-67 (D2L)

in class ...

collaboration

assignment wrap-up: Diagnostic

assignment intro: Inter-ideological Chat

## **UNIT ONE: INITIAL SURVEY OF JEWS, CHRISTIANS, AND MUSLIMS**

Fr 8/25

before class ...

read Swidler pp.6-26 (D2L)

read Wright pp.83-84, 94-96, 98-99, 106-107, 109-110, 117-119 (D2L)

prepare notebook (see assignment sheet for Inter-ideological Chat)

in class ...

collaboration plus review of some exam question/s

video on spread of world religions, including Judaism, Christianity, Islam

2rd week

Mo 8/28

before class ...

keep working on Inter-ideological Chat

in class ...

video on history of caliphate pt.1

We 8/30

before class ...

keep working on Inter-ideological Chat

in class ...

video on history of caliphate pt.2

Fr 9/1

before class ...

keep working on Inter-ideological Chat

in class ...

video on history of caliphate pt.3

rubric check: Inter-ideological Chat

Mo 9/4 No Class ... Labor Day

We 9/6

before class ...

finish and upload Inter-ideological Chat to D2L

in class ...

assignment wrap-up: Inter-ideological Chat

assignment intro: Agreements or Disagreements

## **UNIT TWO: JUDAISM, CHRISTIANITY, AND ISLAM IN MORE DETAIL**

Fr 9/8

before class ...

read Solomon pp.1-30

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

Mo 9/11

before class ...

read Solomon pp.31-68

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

We 9/13

before class ...

read Solomon pp.69-98

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

Fr 9/15

before class ...

read Solomon pp.99-136

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

video on Israeli-Palestinian conflict

rubric check: Agreement or Disagreement 2

Mo 9/18

before class ...

finish and upload Agreement or Disagreement 1 to D2L

in class ...

collaboration plus review of some exam question/s

assignment wrap-up: Agreement or Disagreement 1

We 9/20

before class ...

read Woodhead pp.1-37

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

Fr 9/22

before class ...

read Woodhead pp.38-70

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

6th week

Mo 9/25

before class ...

read Woodhead pp.71-114

prepare notebook (see assignment sheet for Agreements or Disagreements)

in class ...

collaboration plus review of some exam question/s

We 9/27

before class ...

finish and upload Agreement or Disagreement 2 to D2L

in class ...

collaboration plus review of some exam question/s  
assignment wrap-up: Agreement or Disagreement 2

Fr 9/29

in class ...  
videos on modern politics in the Middle-East

7th week

Mo 10/2

before class ...  
read Ruthven pp.1-26  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...  
collaboration plus review of some exam question/s

We 10/4

before class ...  
read Ruthven pp.27-56  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...  
collaboration plus review of some exam question/s

Fr 10/6

before class ...  
read Ruthven pp.57-81  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...  
collaboration plus review of some exam question/s

8th week

Mo 10/9

before class ...  
read Ruthven pp.82-99  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...  
collaboration plus review of some exam question/s

We 10/11

before class ...  
read Ruthven pp.100-125  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...  
collaboration plus review of some exam question/s

Fr 10/13

before class ...  
read Ruthven pp.126-157  
prepare notebook (see assignment sheet for Agreements or Disagreements)  
in class ...

9th week

Mo 10/16

before class ...  
finish and upload Agreement or Disagreement 3 to D2L  
in class ...  
collaboration plus review of some exam question/s

assignment wrap-up: Agreement or Disagreement 3  
assignment intro: Relevance Essay

### **UNIT THREE: A CLOSER LOOK AT SCRIPTURE**

#### We 10/18

before class ...

finish and upload Relevance Essay to D2L

read Barton ("Strategies for Reading Scripture") = Attridge, ed., pp.xxxix-xliii

in class ...

assignment wrap-up: Relevance Essay

assignment intro: Scripture Analysis

#### Fr 10/20 No Class ... instructor out of town

#### Mo 10/23

before class ...

read Hendel ("Israelite Religion") = Attridge, ed., pp.xliv-xlvi

start reading Genesis, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...

collaboration

#### We 10/25

before class ...

keep reading Genesis, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...

collaboration

#### Fr 10/27

before class ...

finish reading Genesis, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...

collaboration

#### 11th week

#### Mo 10/30

before class ...

read Aune ("Greco-Roman Context") = Attridge, ed., xliv-lvi

read Galatians and Romans, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...

collaboration

#### We 11/1

before class ...

start reading Matthew, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...

collaboration

#### Fr 11/3

before class ...

finish reading Matthew, in Attridge, ed.

prepare notebook (see assignment sheet for Scripture Analysis)

in class ...  
collaboration

### 12th week

#### Mo 11/6

before class ...  
read Droge pp.vii, xxxv-xxxvii, skimming pp.xliii-lxii  
read sura 1: The Opening and sura 2: The Cow, in Droge  
prepare notebook (see assignment sheet for Scripture Analysis)

in class ...  
collaboration

#### We 11/8

before class ...  
read passages from Quran re: Adam, Abraham, Jews (use Droge's index)  
prepare notebook (see assignment sheet for Scripture Analysis)

in class ...  
collaboration

#### Fr 11/10 No Class ... Veterans Day

#### Mo 11/13

before class ...  
read passages from Quran re: Mary, Jesus, Christians (use Droge's index)  
prepare notebook (see assignment sheet for Scripture Analysis)

in class ...  
collaboration  
rubric check: Scripture Analysis

#### We 11/15

before class ...  
finish and upload Complete Draft of Scripture Analysis to D2L  
print out hard copy of Complete Draft and bring it with you

in class ...  
Peer Review of Complete Draft

#### Fr 11/17

before class ...  
read Trimble pp.64-81 (D2L)  
make note of a few of Trimble's writing tips you want to try in your revision

in class ...  
collaboration  
rubric check: Scripture Analysis

### 14th week

#### Mo 11/20

before class ...  
keep working on Final Revised Draft of Scripture Analysis

during class ...  
optional: arrange to meet with UA writing consultation

#### We 11/22

before class ...  
keep working on Final Revised Draft of Scripture Analysis

during class ...  
optional: arrange to meet with UA writing consultant

11/23-26 Thanksgiving recess

## **UNIT FOUR: ABRAHAMIC RELIGIONS – HISTORY AND USES OF THE CATEGORY**

Mo 11/27

before class ...

finish and upload Final Revised Draft of Scripture Analysis to D2L

in class ...

assignment wrap-up: Scripture Analysis

assignment intro: Position Paper

rubric check: Position Paper

We 11/29

before class ...

read Hughes pp.3-11 (D2L)

read Silk pp.71-87 (D2L)

in class ...

collaboration

Fr 12/1

before class ...

finish and upload Position Paper to D2L

in class ...

assignment wrap-up: Position Paper

assignment intro: Reflection

rubric check: Reflection

## **COURSE WRAP-UP**

16th week

Mo 12/4

before class ...

finish and upload Reflection to D2L

in class ...

Teacher Course Evaluation

assignment wrap-up: Reflection

Final Exam intro

We 12/6 Last day of class

in class ...

collaborative final review

Th 12/14 Final Exam 10:30am-12:30pm (D2L)

## **Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other, where we can challenge ourselves to succeed, and where there are no distractions (e.g. texting, electronics use that is not course-related, doing homework for another class, etc.).

## **Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

## **Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know

immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

## **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

## **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

## **Elective Name and Pronoun Usage**

This course supports elective gender pronoun use and self-identification. As the course includes in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

## **Additional Resources for Students**

### **Complete List of UA Academic Policies and Procedures:**

Website: <http://catalog.arizona.edu/policies>

### **Dean of Students Office**

Student assistance and advocacy.

Website: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **The Think Tank**

Drop-in or by appointment tutoring and writing help.

Website: <http://thinktank.arizona.edu/>

### **The Writing Skills Improvement Program**

Website: <http://wsip.web.arizona.edu/>

### **Center for English as a Second Language**

Website: <http://www.cesl.arizona.edu>

### **Veteran Services**

The University of Arizona has a Veterans Education and Transition Services program. For more

information, see: <http://www.vets.arizona.edu/>

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

### **The Religious Studies Major and Minor**

The University of Arizona's interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Religious Studies. For more information on the Religious Studies major and minor, see <https://religion.arizona.edu>.

Religious Studies majors have pursued careers in a wide variety of fields, including business, government, medicine, law, education, and social services. Many students have paired the Religious Studies major with majors in a wide range of fields, earning a double major or dual degree. This provides a comprehensive undergraduate education and gives graduates a competitive edge when applying for jobs or graduate studies.

**For questions about the Religious Studies major or minor and/or to declare a major/minor**, contact the Religious Studies faculty advisor, Dr. Alison Jameson, at [religion-advising@email.arizona.edu](mailto:religion-advising@email.arizona.edu) or visit <https://religion.arizona.edu/students/declare>. You also can contact the College of Humanities Advising Office for any advising needs, at <http://advising.humanities.arizona.edu>.

The Department also offers a major (B.A.) and a minor in Classics, as well as a minor in New Testament Language and Literature. For more information on these degree options, see [classics.arizona.edu](http://classics.arizona.edu) and [religion.arizona.edu/students/new-testament](https://religion.arizona.edu/students/new-testament).