Saint Leo University

REL223
Religions of the World I: Western Religions

Course Description:
A study of Western religions, including religions of non-literate societies and ancient religions, Judaism, Christianity, and Islam.

Prerequisite:
PHI101

Textbooks:


Learning Outcomes:
1. To become aware of the importance of rites, rituals, and sacred space in both primitive cultures and in contemporary religious disciplines.
2. To foster respect for the various religious traditions while identifying similarities and differences between them.
3. To become familiar with the beliefs, codes of ethics, rituals, and history of Judaism, Christianity, Islam, and Zoroastrianism.
4. To become familiar with the religious founders and sacred texts associated with these Western faith traditions.
5. To gain a fuller, more objective understanding of the nature of religious life in general terms, without prejudice toward any religious tradition.
6. To learn the terms and vocabulary necessary for the study of western religious thought.

Core Value:
*Respect*: Animated in the spirit of Jesus Christ, we value all individuals’ unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people, on the free exchange of ideas and on learning, living, and working harmoniously.

Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Module assignments</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Discussions (8)</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Journal</td>
<td>100</td>
<td>25</td>
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<td>25</td>
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<td>Total</td>
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Grading Scale:

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<td>D</td>
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Assignment Details:

Module assignments (6)
Writing assignments in the form of study questions and journal reflections will be assigned to cover the reading materials in Modules 1-6.

Discussions (8)
Each module will include a discussion question. Students will post an initial response to the question by Thursday 11:59 PM EST/EDT, and responses to at least two classmates by Sunday 11:59 PM EST/EDT.

Journal
Students are required to read *The Sacred Pipe* and keep a journal while reading it. The journal is to be between 1500-2100 words in length, double spaced, with one-inch margins and a 10-12 point font. The journal is to be an example of the student’s ability to write and analyze the material he or she is reading. An attempt should be made to integrate material from the other textbooks in this course with the reading of *The Sacred Pipe*. The journal must be submitted to the Dropbox by the conclusion of Module 7.

Suggested reading schedule: The final journal assignment is not due until Module 7; however, you should work on the journal each week so as not to fall behind. Below is a suggested reading schedule for *The Sacred Pipe* which you are encouraged to follow.

- Module 1 - Chapter 1
- Module 2 - Chapters 2-3; submit sample journal entry for instructor feedback (optional)
- Module 3 - Chapter 4
- Module 4 - Chapter 5
- Module 5 - Chapter 6
- Module 6 - Chapters 7-8
- Module 7 - Submit journal assignment

Journal entries should be made for each of the eight chapters. Your journal should be typed, contain complete sentences and be grammatically correct. While you are reading, write down what goes on in your head in "stream of consciousness" style in the margins of your book, in a notebook, or in a computer file. You will be making a record of images, associations, feelings, thoughts, judgments, etc. You will probably find that the record contains:

- Questions that you ask yourself about the narrative and events as you read (answer these yourself when you can).
- Memories from your own experiences provoked by the reading.
- Guesses about how the text might proceed and why.
- Reflections on striking moments and ideas in the book.
• Comparisons between how you behave and how the author describes actions and behavior.
• Thoughts and feelings about content.
• Comments on how the story is being told. For example, write any words and phrases that make an impression on you, or motifs/themes which you notice the author using.
• Connections to other texts, ideas, and courses.

A journal entry consists of two parts:

1. The first part is a direct quotation of the part you noted from the text, copied word for word, and enclosed in quotation marks. Be sure to include the author’s last name and the page number of the quotation in parentheses after the quotation. MLA format requires that you use the last name, a space, and then the number, e.g. (Ludwig 89).

2. The second part of the journal entry is a paragraph that explains why you found the passage to be important or interesting. Sometimes students ask questions about the reading, or they explain it, or relate to it in some way. Whatever you do, do not simply summarize the contents of the passage. Instead, go beyond it somehow, analyze it, offer thoughts about why it seems important to you or to others. In essence, by writing about the importance of the passage, you will give it meaning.

It is also helpful to explain what is going on in the text at the time of the passage (the context). Some students like to write (1) what is happening in the story, (2) what the passage says, and (3) why the passage is important or interesting. This structure is not necessary, but sometimes it helps you organize your responses.

The quality of your thinking and the energy with which you attempt to analyze your reading are the most important aspects of this assignment!

An “A” paper is well-written and thoughtful with personal insights. It also attempts to present a synopsis of what is written in the text. The student illustrates that they grasp the significance of the material and can draw from class material to illustrate their understanding of the text. The “A” paper is an appropriate length and is turned in on time. It is presented in a logical manner and is well-organized. All quotes are properly cited in the MLA method.

A “B” paper, while well-written, contains fewer personal insights or examples of synthesis of course material with the text. A “B” paper might miss the mark in one of the following areas: creativity, understanding of author’s intention, length, citation of quotes, or organization of the material.

A “C” paper lacks organization or does not incorporate personal insights with the material. The student misses the mark in 2 or more of the areas mentioned above.

A “D” paper does not meet several of the criteria of a college written paper. It is not apparent that the student read the entire book or understood the content.

An “F” paper totally misses the mark.

Final exam
A comprehensive final exam in Module 8 will consist of 10 essay questions.

Late Policy:
All work must be submitted on time. Exceptions must be documented and acceptance is at the discretion of the faculty member.
Attendance Policy:
Students are expected to view the course modules in the week they are offered and to log on to the
course often enough to remain abreast of any communications from the instructor. It is the student’s
responsibility to be aware of what is happening in the class online.

Students with Disabilities:
Saint Leo University is committed to a policy which provides an equal opportunity for full participation of
all qualified individuals with disabilities in accordance with the American with Disabilities Act. Appropriate
academic accommodations and services are coordinated through the Office of Disability Services.
Students with disabilities who require accommodation should contact the office as soon as possible via
e-mail: ADAOffice@saintleo.edu or telephone: (352) 588-8464. For additional information, students may
access the Policy and Procedure Manual through the Saint Leo website.

Academic Honor Code:
The Academic Honor Code is published in its entirety in the Saint Leo University Catalog. The first
paragraph is quoted below:

Saint Leo University holds all students to the highest standards of honesty and personal integrity in
every phase of their academic life. All students have a responsibility to uphold the Academic Honor
Code by refraining from any form of academic misconduct, presenting only work that is genuinely
their own, and reporting any observed instance of academic dishonesty to a faculty member.

It is the responsibility of every member of the faculty and student body to cooperate in supporting the
Honor Code. Academic misconduct includes but is not limited to the following categories:

Cheating
- Providing or receiving academic work to or from another student without the permission of the
  instructor/professor.
- Buying or selling academic work.
- Violating test conditions.
- Forging academic documents.
- Copying computer programs.

Plagiarism
- Stealing and passing off the ideas and words of another as one's own or using the work of
  another without crediting the source whether that source is authored by a professional or a peer.
- Submitting an article or quoted material from a periodical or the internet as one’s own.
- Retyping or re-titling another student's paper and handing it in as one's own.
- Intentionally or unintentionally failing to cite a source.

Complicity
- Helping another student commit an act of academic dishonesty.

Misrepresentation
- Resubmitting previous work, in whole or in part, for a current assignment without the written
  consent of the current instructor(s).
- Having another student complete one’s own assignments, quizzes, or exams.
- Lying to a professor.
- Fabricating a source.

Please refer to the Saint Leo University Academic Catalog for more information on the Honor Code and
procedures for adjudication.
Protection of the Academic Environment:
Disruption of academic process is the act or words of a student in a classroom or online environment which in the reasonable estimation of a faculty member (a) directs attention away from the academic matters at hand, such as distractions, persistent, disrespectful or abusive interruptions of academic discussions, or (b) presents a danger to the health, safety or well-being of the faculty member or students. Education is a cooperative endeavor, one that takes place within a context of basic interpersonal respect. We must therefore make the learning environment conducive to the purpose for which we are here. Disruption, intentional and unintentional, is an obstacle to that aim. We can all aid in creating the proper environment, in small ways and in more fundamental ways. So, when we speak in class, we can disagree without attacking each other and no one speaks in a manner or of off-topic content that disrupts the class. Any violation of this policy may result in disciplinary action. Please refer to the Student Handbook for further details.

Cannon Memorial Library Resources for Online Learning Courses:

Cannon Memorial Library
Librarians are available during reference hours to assist you. To contact the librarian on duty, please call 1.800.359.5945 or email reference.desk@saintleo.edu.

Reference Hours**
Monday to Thursday 9 AM—10 PM
Friday 9 AM—5 PM
Saturday/Sunday 10 AM—6 PM
**Subject to change. Check the calendar for current information.

Web Address (URL)
http://www.saintleo.edu/Academics/Library

Online Catalog “LeoCat” (All Books, eBooks, and Media)
Click on Library Catalog (LeoCat) on the Cannon Memorial Library homepage. SLU students, faculty and staff may borrow books from Cannon Memorial Library. Books you can check-out have Location=Cannon Library, Second Floor and Status=Available. Use the Interlibrary Loan and Document Delivery link on the library’s website to place your request.

Online Library Resources (Articles and eBooks)
Saint Leo provides an array of online article databases and eBook collections that support your classes. Use the Online Library Resources link on the Cannon Memorial Library homepage to access the online resources.

CQ Researcher……………………….. (In-depth topical analysis by Congressional Quarterly)
Dissertations and Theses…………….. (A database of published Dissertations and Theses, including those from Saint Leo University)
EBSCO………………………………….. (Comprehensive all-subject database, includes Business Source Premier, Academic Source Premier, ERIC, ATLA)
Literature Resource Center…………….. (Comprehensive source for literary topics, includes Twayne Authors)
Newsbank: America’s Newspapers…. (625 U.S. newspapers)
ProQuest………………………………… (Comprehensive all-subject database, includes ABI/Inform Global)
PsycINFO……………………………… (APA abstracts and indexing for psychology subjects)
Westlaw…………………………………. (Comprehensive legal resource)
Wilson……………………………………. (Includes Education, Science, Humanities, & Business indexes)

Supplemental Library Resources
Saint Leo encourages students to obtain a public library borrowing card at their earliest convenience. Many state libraries grant public library cardholders free remote access to multiple online databases containing full-text articles. For further information, contact your local public library. To find updated links
to all state libraries, as well as public libraries, law libraries, and college libraries in your area, go to http://www.publiclibraries.com/.

Library Tutorial
The University strongly encourages all students to review the instructional tools on the library’s Help link. By learning to become more proficient researchers, students will also enhance their academic success. Please review the library tutorial and complete the online test which will prepare you for utilizing the library's resources and services. A score of 70 or higher is necessary to pass. Please allow yourself 15-20 minutes to take the test.

Additional Services:
Technical questions concerning the course should be addressed to the eCollege Help Desk, by clicking the Help button in the upper right corner of the Course Home page. Then select Help Desk from the left-hand navigation tree in the Help Pages window, to access the email form. Or, phone the eCollege Help Desk at 866-501-1636.
Module 1  
**Communing with the Sacred**

**Objectives**
At the conclusion of this module, students will be able to:

- Explain the importance of respect when engaged in the study of religious traditions.
- Define polytheism, monism, and monotheism.
- Identify the elements of a rite of passage.
- Discuss the meaning of myth when used in the context of sacred story.
- Explain how art is used in religious expression and ritual.
- Discuss how Native Americans used “vision quest.”

**Assignments**

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<thead>
<tr>
<th>Action</th>
<th>Items to be Completed:</th>
<th>Due no later than:</th>
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<tbody>
<tr>
<td>Read</td>
<td><em>The Sacred Paths of the West</em> Chapters 1 and 3</td>
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<tr>
<td>View</td>
<td>“A Look at American Indian Religions” video</td>
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<tr>
<td>Post</td>
<td>Introduction to the class</td>
<td>Thursday 11:59 PM EST/EDT</td>
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<tr>
<td>Post</td>
<td>Initial response to the discussion question</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post</td>
<td>Responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit</td>
<td>Assignment</td>
<td>Sunday 11:59 PM EST/EDT</td>
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<tr>
<td>Begin</td>
<td>Journal assignment</td>
<td>Module 7</td>
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Module 2  
**Ancient Egyptian, Mesopotamian, Greek, and Zoroastrian Traditions**

**Objectives**
At the conclusion of this module, students will be able to:

- Discuss how the concern for the afterlife was reflected in the religious traditions of the ancient Egyptians.
- Explain how the Mesopotamian creation myth and rituals define the role and purpose of humanity in the universe.
- Identify elements of Zoroastrian creed (beliefs), code of ethics, cult (ritual) and community.
- Discuss the similarities between Zoroastrian beliefs and those of the Judeo-Christian religious traditions.

**Assignments**

<table>
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<tr>
<th>Action</th>
<th>Assignment</th>
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<td>Post</td>
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<td>Sunday 11:59 PM EST/EDT</td>
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<td>Submit</td>
<td>Assignment</td>
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<td>Journal assignment</td>
<td>Module 7</td>
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<td>Submit</td>
<td>Journal entry draft (optional)</td>
<td>Sunday 11:59 PM EST/EDT</td>
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Module 3  
**Introduction to Judaism: History, Beliefs, and Rituals**

**Objectives**  
At the conclusion of this module, students will be able to:
- Identify the role of Abraham and Moses as patriarchs of the tradition.
- Explain core beliefs of the Jewish faith.
- Discuss the differences between various Jewish sects.
- Explain the meaning of the major Jewish holidays and rituals.
- Understand terms and vocabulary appropriate for the study of Judaism.

**Assignments**

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<th>Action</th>
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<td>Module 7</td>
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Module 4  
**Judaism: Readings from Sacred Scripture**

**Objectives**  
At the conclusion of this module, students will be able to:
- Relate the importance of the Hebrew Scriptures along with commentary and interpretive texts known as Talmud to Jewish religious tradition.
- Explain how and why Judaism was changed from a sacrificial religion to one based on prayer and study.
- Explain the understanding of sin and forgiveness as it is reflected in scripture and ritual practices prescribed there.
- Reflect on the precarious role of Jewish women in patriarchal ancient Israel.

**Assignments**

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<td>View</td>
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<td>Post</td>
<td>Responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
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<td>Submit</td>
<td>Assignment</td>
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<td>Continue</td>
<td>Journal assignment</td>
<td>Module 7</td>
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</table>
Module 5  Introduction to Christianity: History, Beliefs, and Rituals

Objectives
At the conclusion of this module, students will be able to:
- Explain the relationship between Judaism and Christianity.
- Define terms commonly used in the discussion of Christianity such as Messiah, Christology, Arianism, Docetism, eschatology, Gnosticism, and sacrament.
- Explain the main issues that led to the Reformation in the 16th century.
- Discuss the various sacraments and rituals celebrated in Christian churches.
- Explain the beliefs of Christians that are expressed within the Creed.

Assignments

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<td>Complete</td>
<td>Vocabulary exercise (optional)</td>
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<td>Thursday 11:59 PM EST/EDT</td>
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<td>Post</td>
<td>Responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
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<td>Submit</td>
<td>Assignment</td>
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<td>Continue</td>
<td>Journal assignment</td>
<td>Module 7</td>
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</table>

Module 6  Christian Scripture

Objectives
At the conclusion of this module, students will be able to:
- Explain what is meant by “Synoptic Gospels.”
- Discuss how the teachings of Jesus provide a basis for ethical behavior for Christians.
- Discuss what Jesus taught about love and forgiveness.
- Briefly explain how the New Testament was compiled.

Assignments

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<tr>
<td>Read</td>
<td><em>Anthology of World Scriptures</em>, Chapter 4</td>
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<td>Initial response to the discussion question</td>
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<td>Responses to at least two classmates</td>
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<td>Journal assignment</td>
<td>Module 7</td>
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</table>
Module 7  
Introduction to Islam: History, Beliefs, and Rituals

Objectives
At the conclusion of this module, students will be able to:

- Explain events and practices in the Hajj.
- Discuss the historical context from which Islam arose.
- Explain the five pillars of Islam.
- Discuss the relationship of Judaism and Christianity to Islam.
- Develop a vocabulary necessary for the discussion of Islam.

Assignments

<table>
<thead>
<tr>
<th>Action</th>
<th>Assignment</th>
<th>Due no later than</th>
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<tbody>
<tr>
<td>Read</td>
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<td>Complete</td>
<td>Vocabulary exercise (optional)</td>
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<td>View</td>
<td>Haji video</td>
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<td>Submit</td>
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<td>Sunday 11:59 PM EST/EDT</td>
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<tr>
<td>Begin</td>
<td>Studying for the final exam</td>
<td>Module 8</td>
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Module 8  
Muslim Scriptures: The Qur’an

Objectives
At the conclusion of this module, students will be able to:

- Explain the practices that are associated with Ramadan.
- Discuss Muhammad’s Night Journey and Ascension.
- Explain how the Qur’an, hadith, and Sunnah are used as ethical guides for Muslims.

Assignments

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<th>Action</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Read</td>
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<tr>
<td>Review</td>
<td>All content from Modules 1-8 in preparation for the final exam</td>
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<td>Post</td>
<td>Responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
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<tr>
<td>Complete</td>
<td>Final exam</td>
<td>Sunday 11:59 PM EST/EDT</td>
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