

## ***Religion 312 010 MC Judaism & Islam***

**Three credit hours: Spring Semester, 2024**  
**TR 12:30 PM-1:45 PM (1/8/2024 - 5/5/2024)**  
**Location: Main Campus, Tarpley 213**

### **Instructor Information:**

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### **Course Description:**

This course is a study of the political, economic, social, and cultural history of Judaism and Islam and the texts of these beliefs. In addition, this course develops an understanding of the historical similarities and dissimilarities in Judaism and Islam and their relevance for the modern world.

### **How Much Time Will I Spend on This Course?**

For this 3-credit hour course, expect to spend a minimum of 150 minutes (about 2 and a half hours) per week on lectures, class discussions, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes researching and authoring your paper and preparation for class discussions and is estimated at around 300 minutes (about 5 hours) per week.

### **Textbook and Other Materials Needed:**

***There is no textbook for this class.*** However, you will need access to a Hebrew Bible (Old Testament.) I will post on Canvas links to the readings in the Qur'an and the supporting religious documents for both Judaism and Islam.

I will also post handouts, articles, videos, and papers on Canvas.

***You must read all assigned material before the class in which we will discuss that topic.***

There may be multiple readings, videos, and handouts each week.

## Attendance Policy:

Your complete attention is required in this class. I expect you to attend and be prepared for each class period. ***More than four absences will cause a reduction in your final course grade.***

## Evaluation of Learning Outcomes and Grade Computation:

Grading is based on a 1000-point scale. Your grade is the ***accumulation*** of points throughout the semester.

## Points and Assignments:

<b>900-1000</b>	<b>A</b>
<b>800-899</b>	<b>B</b>
<b>700-799</b>	<b>C</b>
<b>600-699</b>	<b>D</b>
<b>Below 599</b>	<b>F</b>

The best possible score for the class is 1000 points distributed as follows:

Academic Research Paper: 500 points

Attendance and Participation: 300 points (150 for each)

Weekly Readings: 200 points (Total for completing assigned readings)

## Discussion Guidelines:

Part of your grade in this course comes from participating in discussions. Share your thoughts, observations, and questions with everyone. Follow these guidelines, and we can freely express our ideas without concerns. By the end of the course, you might find yourself thinking about these religions in a new way. This could boost your confidence in expressing your thoughts and make you more interested in how religions matter to university students today. So please:

Participate and stay on track with the topic.

Politely challenge the ideas of others without becoming personal.

Respect one another's ideas.

Our discussions need to be built on our interpretation of the readings, videos, and lectures, which means that we must be knowledgeable of that evidence; be able to support our opinions with facts, which means ***diligently reading and engaging in the discussions.***

## The Center for Student Success (CSS):

If you need extra help with composing your discussions or papers, please use the available assistance offered in The Center for Student Success (CSS) located in library room 313. ***CSS provides free peer and faculty tutoring for all subjects.*** Go to the Reinhardt web page and click Center for Student Success for appointments.

## The Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that reasonably accommodates their disabilities. Reinhardt University is committed to providing reasonable accommodation for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO)**. ASO is located in the basement of the Lawson Building. Please obtain the proper ASO letters to receive academic accommodations for this class.

## ***General Education Learning Outcomes:***

For this course, we focus on certain learning goals that every Reinhardt University graduate is expected to achieve:

### A. Effective Communication:

Show that you can express your ideas well in writing through discussion posts, reading responses, papers, and essays on tests.

### B. Critical Thinking:

Use evidence, logic, and reasoning to think critically and solve problems. Show this in discussions, reading responses, papers, and tests.

### C. Research Skills:

Demonstrate knowledge of different research methods through the research you do for the final project.

### D. Independent Thought:

Show that you can think on your own and be creative in discussions, reading responses, essays on tests, and the final project.

### E. Integrity and Ethics:

Be honest and responsible in how you use and credit your sources. All your work must be your own.

These goals are designed to help you succeed not only in this course but also in your broader education at Reinhardt University.

## ***Course Learning Outcomes:***

This course will:

1. provide students with an in-depth understanding of the historical development of Judaism and Islam from their origins to the contemporary period.
2. explore the foundational religious texts of Judaism and Islam, including the Hebrew Bible, the Quran, and additional sacred writings, fostering a deep comprehension of their theological principles.
3. encourage students to critically analyze the historical contexts in which Judaism and Islam emerged, examining the social, political, and cultural factors that shaped these religious traditions.
4. facilitate a comparative study of the theological doctrines, ethical teachings, and ritual practices within Judaism and Islam, fostering an appreciation for the similarities and differences between the two religions.
5. engage students in discussions and assignments that develop their ability to critically evaluate primary and secondary sources related to the history and religion of Judaism and Islam.

6. encourage students to explore the diverse cultural expressions within Judaism and Islam, examining the impact of different historical periods, geographic regions, and cultural influences on these religious traditions.
7. equip students with the skills to analyze and interpret religious texts, allowing them to identify key themes, symbols, and narratives within the scriptures of Judaism and Islam.
8. foster a nuanced understanding of the intersections between religious beliefs and social structures, exploring how Judaism and Islam have influenced and been influenced by the societies in which they developed.
9. promote critical thinking skills by encouraging students to construct well-reasoned arguments, engage in scholarly debates, and articulate their own perspectives on key issues related to Judaism and Islam.
10. empower students to conduct independent research on specific topics within the history and religion of Judaism and Islam, culminating in a comprehensive research project that demonstrates their mastery of the subject matter.
11. facilitate discussions on contemporary issues and challenges faced by Jewish and Islamic communities, allowing students to apply their historical and religious knowledge to analyze current events and trends.
12. cultivate a respect for diverse perspectives within Judaism and Islam, fostering an inclusive learning environment where students appreciate the heterogeneity of beliefs and practices within these religious traditions.
13. encourage students to reflect on their own assumptions and biases, promoting intellectual curiosity and humility in approaching the study of Judaism and Islam.
14. Prepare students for further academic pursuits in religious studies, history, or related disciplines, providing them with a solid foundation for advanced coursework or research.

## The Need for Academic Honesty:

Education thrives in an atmosphere of honesty and trust. *Students who do not do their own work degrade education, demonstrate a lack of respect for themselves and the college, and rob themselves of the opportunity to improve their thinking and writing.* In this course, all work must be your own. **Cheating will not be tolerated.** Plagiarism, the use of someone else's ideas or words without acknowledging them as such, is a serious academic offense. Any suspected cases of academic misconduct will be dealt with severely, *usually resulting in a failing grade in the course.* **If you are ever uncertain about whether or not your actions are academically honest, please consult your instructor, who will be glad to advise you.**

The ***Academic Catalog of Reinhardt University*** details what constitutes academic dishonesty. All students are expected to adhere to the highest academic integrity standards and abide by the ***Reinhardt Honor Code***. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and expressions as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in-text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

***Consequences for cheating or plagiarizing are stiff, and the Office of the Vice President for Academic Affairs will be notified of actions taken against students who violate the academic integrity policy, which may result in further consequences, including the designation of "academic warning" on your official transcript, academic suspension, or expulsion for academic reasons.***

### Addendum: Use of Artificial Intelligence (AI) Guidelines

As we embark on this academic journey together, it is essential to address the role of technology, specifically Artificial Intelligence (AI), in our coursework. The use of AI tools can be beneficial when employed constructively to enhance learning experiences, promote critical thinking, and facilitate research. This addendum outlines guidelines for the acceptable use of AI in our academic endeavors.

#### Acceptable Uses of AI:

AI tools can be utilized to streamline research processes, gather information, and generate insights related to course topics.

AI-based tools for language improvement, grammar checking, and writing refinement are permitted to enhance the clarity and effectiveness of written assignments.

Collaborative AI platforms that facilitate group work and discussions are encouraged, fostering a dynamic and inclusive learning environment.

#### Unacceptable Uses of AI:

It is prohibited to use AI tools to generate essays or written assignments for the student. All submitted work must be the result of the individual student's efforts.

Any use of AI or other tools to engage in plagiarism, whether intentional or unintentional, is prohibited. Proper citation and acknowledgment of sources are paramount. Students are expected to uphold the principles of academic integrity and honesty.

#### Guidance for Responsible AI Use:

While using AI tools, students are encouraged to critically engage with the generated content, ensuring a thorough understanding of the material.

AI tools should be viewed as aids to self-expression, allowing students to communicate their thoughts and ideas more effectively rather than replacing their unique voice.

#### Consultation with Your Instructor:

If you are uncertain about the appropriateness of using a specific AI tool, you are encouraged to consult with me for guidance and clarification.

By adhering to these guidelines, we aim to create an academic environment that leverages the benefits of technology while upholding the principles of academic integrity and personal growth. The use of AI is welcomed as a constructive tool to enhance the learning experience, provided it aligns with the outlined principles and ethical standards.

