

COURSE SYLLABUS



COURSE TITLE: REL 100 World Religions of the West

CLASS SECTION: 001

TERM: F2021

COURSE CREDITS: 3

DELIVERY METHOD(S): F2F

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Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Stephen Fielding

EMAIL: fieldings@camosun.bc.ca

OFFICE: Y320

HOURS: In person or via Collaborate on Mondays and Wednesday 12:30 to 1:20. Or by appointment.

Instructor Bio:

Growing up in a railway family, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I've also lived in Vancouver, Toronto, and Rome, Italy.

I completed my Bachelor's degree at the University of Winnipeg, followed by a Master of Arts from Simon Fraser University and Ph.D. from the University of Victoria.

I have taught History and Religion at four colleges and universities and published research on a wide range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy and we are parents of a 11-year-old girl and ~~wild animal~~ almost 6-year-old boy.

An understanding of the world's religious traditions, particularly of their similarities and differences, is critical to the development of a person's worldview and grasp of their place in the diverse human landscape. I am looking forward to exploring Religions of the East together this semester

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

An introductory survey of Judaism, Christianity, and Islam, this course explores the sources, beliefs (including representative texts), and practices of these religions. The traditions of each will be studied in their cultural and political contexts from both historical and contemporary perspectives.

PREREQUISITE(S):

One of: • C+ in English 12 • C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Explain the contexts/historical settings in which Judaism, Christianity, and Islam arose.
2. List major dates, events, and places central to each.
3. Describe the historical linkage/relationships among them.
4. Summarize their major beliefs, teachings, ideals, and practices.
5. Explain variations/splits/divisions in each tradition.
6. Analyze their similarities/differences.
7. Compare/contrast each religion's view of the others.
8. Evaluate their relationship to and impact on the world today.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Roy C. Amore, Amir Hussain, and Willard G. Oxtoby, ***A Concise Introduction to World Religions***, 4th ed.
2. William F. Kay, ***Pentecostalism: A Very Short Introduction***
3. ***The Bible***, recommended translations: ***New International Version (NIV), New Revised Standard Version, or Revised Standard Version*** (NIV available in the bookstore)
4. ***The Qur'an***, trans. Muhammed Abdel Haleem (available in the bookstore)

Optional:

The bookstore carries limited copies of a Bible that includes in depth scholarly commentary: ***The New Oxford Annotated Bible with Apocrypha, New Revised Standard Edition***

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures: The lectures will take place most Mondays from 2:30 to 4:20 pm

Seminars: Our weekly seminars will occur on Wednesday afternoons, either from 2:30-3:20 (Section A) or 3:30-4:20 (Section B)

The lectures aim to follow a similar structure to the textbook and they draw heavily on the scriptures of the three monotheistic traditions.

Read actively the assigned textbook readings for each lecture, ideally having guide questions beside you (the question that you consider as you read the material or the ones provided in the textbook), and always be aware of the major themes of each chapter. These are listed in the textbook on the first page of every chapter. Students who do the required readings each week and view the lectures will gain a stronger understanding of western world religions, be more likely to enjoy the course, and be well positioned for success.

My role in the seminar discussions is primarily as an observer and occasional moderator, if required. I read and thoughtfully consider every post and might contribute my own comments from time to time.

On certain occasions during the semester, leaders from our local religious communities (i.e. a rabbi, pastor, imam) may “visit” the class for a presentation. These visits are a highlight of the course because they generate interactive and personable discussions with a practicing expert in the faith. As such engagements can be arranged, the lecture schedule and content will change accordingly.

Detailed Instructions about the Seminars

The seminar component of the course is critically important to the student (and instructor) learning experience, which is reflected in its weighting as 15 percent of your final grade. During the seminars, you will discuss and sometimes debate the assigned seminar materials. These are mostly primary sources taken from the scriptures or other media made available on D2L. As part of your seminar preparedness, I strongly recommend that you first read the pre-set questions on D2L and then explore the readings themselves.

*Note: A student who misses participating in 3 seminars will forfeit their entire participation grade

Order of Participation:

What I want to see: In your responses, I need to see thoughtful consideration of the scriptures and other sources you read, communicated effectively to the other students. You are welcome to mention what was interesting, clear or unanswered, and what made (or did not make sense) to you. Don’t worry: if something doesn’t seem to make sense to you, there are probably other students feeling the same way. Everyone is on a learning path here.

Feel free to include your own questions for other students, as long as they relate to the material. Great dialogue and debate always starts with a thought-provoking question.

Next, remember that “comparison” is one of the highest forms of analysis. I strongly encourage you to look for similarities and differences in the great Western religious traditions, and perhaps also consider how they compare and contrast to the western secular society in which we live. As we move further into the semester, you will be better able to compare themes in one religious tradition (eg. the afterlife, what it means to be virtuous, views on food, the nature of God, how a follower should live, the nature of sin, etc.) with ones we’ve already studied.

What I do not want to see: I do not want to see mere congratulatory responses to other students’ contributions, such as “Josh, you did a great job and clarified everything for me.” It’s okay to compliment someone (because many of you will have fascinating things to say!), but make sure to follow up your high-

five with your own contribution. Also, try to avoid “going into the weeds,” so to speak. Keep on topic as much as possible. It is okay to meld some personal experience and opinion into your responses, but aim to speak to the assigned reading material. For your participation mark, you are assessed primarily on the quality of your interpretations and grasp of the course readings.

Important Dates at a Glance

Wednesday September 8	First Class (a Seminar)
Wednesday October 6	Crisis and the Human Response Reflection Paper Due
Monday November 1	Christianity Quiz (first half of class)
Wednesday November 3	<i>Pentecostalism</i> Book Review of Chapters 1 and 4 Due
Monday November 29	Islam Quiz (first half of class)
Wednesday December 8	Research Paper Due and Last Seminar

Lecture and Seminar Schedule (subject to change)

WEEK 1 For Week 1, Read Textbook Chapter 1

Sept. 8 **Seminar 1: Welcome to REL 100**

WEEK 2 For Weeks 2-5, Read Textbook Chapter 4

Sept. 13 **Lectures:**

- 1. Religions of the Ancient World: Foundational Stories and Sources of the Monotheistic Religions**
- 2. Judaism Part 1: Chosen People, Covenant, and Nation**

Sept.15 **Seminar 2: Understanding Religion *No advanced readings**

We will watch philosopher Kwame Anthony Appiah’s TED Talk, “Is Religion Good or Bad” (A Trick Question). If you’d like to view it in advance, here’s the URL:

https://www.ted.com/talks/kwame_anthony_appiah_is_religion_good_or_bad_this_is_a_trick_question

Questions for Discussion

1. What bold claim does Appiah make about “religion”? In other words, why does he say, “There is no such *thing* as religion?”
2. How could a person be an atheist while practicing a religion?
3. What might be the problems and limits of Western definitions of “religion” and “non-religion”
4. According to Appiah, what “deal” was made between Christianity and science (or philosophy) in the West during the 19th Century and still exists to this day? Do you agree that there is such a “separation”? Might there be exceptions?

5. How and why might the belief systems, structures, and practice of religion differ between time periods, places, and people groups?

WEEK 3

Sept. 20

Lectures:

Judaism Part 2: The Promised Land from Entry to Exile. Jewish Foundations to the Greco-Roman World, Rabbinic Judaism, and the Middle Ages

Sept. 22

Seminar 3: Creation, Flood, Restoration

Readings:

The origin of everything, in anticipation of Israel -- Genesis 1-11

Abraham called, commissioned, and tested -- Genesis 12, 17, 22

Questions for Discussion:

1. What do the Creation and Flood accounts teach about
a) God's nature, b) humanity c) human relationships with one another, and d) God's relationship with humanity? (Spend some time on this)
2. Why do you think there is a Flood account in Genesis?
3. In the book of Genesis, how are the origins of the world, the first humans, Abraham (the father of the Hebrew people), and the Hebrew nation linked together?

WEEK 4

Sept. 27

Lectures:

1. Judaism Part 3: Pressures and Promises in the Modern Period (1492 to the present), and the Zionist Movement

2. Judaism Part 4: The Holocaust, the State of Israel, and their Legacy

Sept. 29

Seminar 4: The Law of Moses for A Nation Set Apart

Read: God delivers the law – Exodus 19-25, 32-34

Some examples of how to atone for sin – Leviticus 1-4

How the Talmud works (D2L)

Babylonian Talmud Ch. XV Regulations Concerning the Tying and Untying of Knots on the Sabbath (D2L)

Oxtoby. 112 "Welcoming the "Sabbath Queen," p. 122 "The Shema" and p. 139 "The Mezuzah"

For interest: Song of Solomon (or "Song of Songs"). Why do you think this book made it into the Hebrew Scriptures?

Questions for Discussion:

1. In the Mosaic covenant, what is required of God's people and what does He promise to do in return?

2. What is God's delivery of the Law so important to the Hebrew/Jewish people? Why has he chosen *them* from all nations in the world?
3. Why is there so much focus in the Law on holiness and atonement for sins?
4. Why do Sabbath observances occupy such a central importance in Judaism?
5. Why has the Shema remained the most revered and practiced prayer in all forms of Judaism?

WEEK 5

Oct. 4 ***VISIT FROM RABBI LOUIS SUTKER OF CONGREGATION EMANU-EL SYNAGOGUE**

Oct. 6 **Seminar 5: Wisdom Literature, Poetry, Theodicy**

***CRISIS AND THE HUMAN RESPONSE 2-PAGE SHORT PAPER DUE AT BEGINNING OF CLASS**
(see instructions on p. 12 Course Guidelines & Expectations)

Readings:

Job 1-2, 6-7, 31, 38-42 and Epilogue (feel free to skim rest of book)

Psalm 5-6, 23, 73, 139

Proverbs 5-6

Ecclesiastes 1-4, 12

Holocaust survivor, Nobel Peace Prize winner and professor Elie Wiesel talks about God (also on D2L)

<https://crownheights.info/general/2897/elie-wiesel-on-his-beliefs/>

Optional: Scene from director Terrence Malick's film *Tree of Life* (2011), a reinterpretation of Job's final conversation with God

<https://vimeo.com/37256937>

Questions for Discussion:

1. What lessons can be drawn from the story of Job? (i.e. Why do bad things happen to good people? And why does God allow it?)
2. Why do you think Job ultimately accepts his circumstance when God replies?
3. Taken together, what do these passages tell us about fundamental religious questions (origins, meaning of life, human ethics)?
4. To what extent are these matters universal or specific to the Jewish people?
5. How does Holocaust survivor Elie Wiesel reconcile his faith with the horrors experienced at Auschwitz? Are you surprised at his reaction?
- 6. In comparison to Job and Elie Wiesel, how would you respond a massive crisis? Would belief and faith be helpful in a time of struggle? Why or why not? (This is the question you will answer for the reflection paper)**

If you have time:

6. According to the Psalmist(s), how are people connected with God?

7. In Proverbs, how are wisdom and folly personified?

8. In both Psalms and Proverbs, how does "wisdom" relate to the big issue of Israel keeping its covenant with God?

WEEK 6 For Weeks 6-9, Read Textbook Chapter 5

Oct. 11 ***NO CLASS: THANKSGIVING HOLIDAY**

Oct. 13 **Seminar 6: Wheat among the Weeds: The Kingdom of God is like...**

Read: Life of Jesus Christ – Gospel of Matthew 1-13

Theme of Light into the Darkness – John chapter 1, 3:1-21

Questions for Discussion:

1. In the book of Matthew, how does Jesus authenticate his status as the Messiah?
2. What is the significance of Jesus' Sermon on the Mount? (Matthew 5-7)
3. Why does he give a list of those who are "blessed"? What does it mean to be blessed?
4. How does John chapter 1 sketch a broad picture of history? In this cosmic framework, who is Jesus and what is his mission?
5. Why does Jesus often introduce a statement by saying, "As it is written..." ?
6. What cautions does Jesus give his followers in Matthew 11-13? Why might this have been included in the gospel?

WEEK 7

Oct. 18 **Lectures:**

Christianity Part 1: The Life and Teachings of Jesus Christ

Christianity Part 2: Jesus Christ and His Early Followers

Oct. 20 **Seminar 7: Jesus and the Early Christians**

Read: Life of Jesus Christ – Matthew 15, 20-23, 25-28

On Faith – Hebrews 11

On Peculiarity of Figure of Christ – I Corinthians 1:18-31

Questions for Discussion:

1. Consider again, what is the "kingdom of heaven/God" that Jesus continually speaks of during his ministry? Have this week's scriptural readings changed your interpretation?
2. What are the implicit invitations and warnings imbedded in his teachings?
3. According to Matthew, why is Jesus at odds with the teachers of the law (the Pharisees and Sadducees)? Was the tension between them inevitable?
4. According to the book of Hebrews, what is faith? What is the connection between the new movement of Jesus followers and the Jewish past?
5. What made Jesus an atypical hero of Antiquity, according to 1 Corinthians?
6. Why do you think the new movement grew in spite of heavy persecution?

WEEK 8

Oct. 25 **Lectures:**

1. Christianity Part 3: From Persecuted Church to Rome's Imperial Religion and Beyond (Roman Catholicism and Orthodox)

2. Christianity Part 4: Reformation Christianity and Roman Catholicism after the Protestant Reformation (1517-)

Oct. 27 Seminar 8: Salvation, Sacraments, and Ritual

Read: Paul the Missionary and His Scripture
Living by the Spirit – Galatians 5:16-26
On Sin, Salvation, and a New Community – Ephesians 2, Romans 3-5, chapter 12:1 to chapter 14:13
“How St. Augustine Invented Sex,” *The New Yorker*, June 19, 2017 (D2L, skim) www.newyorker.com/magazine/2017/06/19/how-st-augustine-invented-sex
Criticism of Augustine’s view of Original Sin and its impact on Christian history (D2L) <http://www.vision.org/visionmedia/article.aspx%3Fid%3D227>
BBC “Original Sin” (D2L) http://www.bbc.co.uk/religion/religions/christianity/beliefs/originalsin_1.shtml
The Nicene Creed, adopted 325 CE (D2L) <https://www.crcna.org/welcome/beliefs/creeds/nicene-creed>

Questions for Discussion:

1. What does Paul instruct early believers about a) sin and b) salvation?
2. What is the relationship between the new faith and the Jewish Law? Are they compatible?
3. How are Christians instructed to live as a community and in society?
4. Why were creeds such as the Apostles Creed and Nicene Creed so important in early Christianity and afterward?
5. How did St. Augustine frame human sexuality as a matter of original sin? How have his writings influenced the history of western Christianity?

WEEK 9

Nov. 1 QUIZ ON CHRISTIANITY: FIRST HALF OF CLASS:

Lecture: Christianity Part 5: Recent Movements and a Global Faith

Nov. 3 Seminar 9: The Charismatic Movement

***PENTECOSTALISM BOOK REVIEW DUE AT BEGINNING OF CLASS
(see instructions on p. 12-13 Course Guidelines & Expectations)**

Read: Kay *Pentecostalism: A Very Short Introduction*, Chapters 1 and 4 only.
From the Bible:
The Holy Spirit Comes at Pentecost – Acts chapter 2, 4:32-7
Spiritual Gifts – 1 Corinthians 12:1-11; 14:1-12 and 14:22-25

Questions for Discussion (select three for your review and discussion)

1. What are the possible advantages and disadvantages of a form of religion that emphasizes personal spiritual experiences?

2. How has the modern charismatic/Pentecostal movement interpreted the biblical passages (see above) and the example of the early church when it comes to their beliefs in the Holy Spirit and how it works through people?
3. What are the movement's major differences with more mainstream Christianity? Why do you think there is so much diversity within the movement itself?
4. Why has the charismatic/Pentecostal movement become so popular around the world? Do you think it appeals to particular cultures and/or groups more than others?

WEEK 10 For Week 10-14 Lectures, Read Textbook Chapter 6

Nov. 8 ***TENTATIVE DATE FOR VISIT FROM REV. JOSH WILTON OF THE TABLE ANGLICAN CHURCH**

Nov. 10 **Seminar 10: Exploring the Key Teachings of Islam**

Readings from the Qur'an and Questions for Discussion (combined):

3:65-68 – What is Abraham's true identity, according to the Qur'an?

2:124-140 – In what context does the Qur'an place Abraham?

37:101-113 – How does this version compare to the Jewish version? 3:33-63 and 4:153-159 and 170-172 – How is Jesus venerated? How is it similar to or different from the Christian version of Jesus? Why might Christians strongly disagree? 7:10-27 and 17:61-65 Who is Satan? Why did he become the source of evil? How are Adam and Eve portrayed in the Satan story?

61:1-7 and 33:40-48 – View of Muhammad

3:84-97 – View of Jews and Christians

WEEK 11

Nov. 15 **Lecture: Islam Part 1: The Birth of Islam and Formation of Practice,**

Nov. 17 **Seminar 11: Struggle and Schism**

Readings from the Qur'an and Questions for Discussion (combined)

9:1-60 and 55 What is the role of *jihad*? How is this re/interpreted today?

Sunnis and Shia: The Ancient Split, BBC

<https://www.bbc.com/news/world-middle-east-16047709>

"The Sunni-Shia Divide," Council for Foreign Relations

<https://www.cfr.org/interactives/sunni-shia-divide#!/sunni-shia-divide>

Further Questions for Discussion:

1. Why do you think Islam grew in spite of early resistance?
2. Why is the issue of succession to the Prophet so important in the history of Islam? And why do you think it resulted in conflict and splits?
3. Describe the current situation in the Middle East. How has the 1,400-year-old Sunni-Shia split become a critical fault line for political control?
4. What are the main differences and tensions between Sunni and Shi'ite Islam? Do you think they are reconcilable?

WEEK 12

Nov. 22

Lectures:

Islam Part 2: The Sunni-Shi'ite Split over Succession, and the Spread of Islam
Islam Part 3: Islamic Law, Philosophy, and Sufism

Nov. 24

Seminar 12: Muslim Views on Women and Paradise

Watch Samina Ali's TEDx Talk <https://tedxuniversityofnevada.org/speakers/samina-ali/>

1. Compare Samina Ali's description of Qur'anic views on woman with what you read in the Qur'an. In what ways might they be similar or different?

Readings from the Qur'an and Other Questions for Discussion (combined)

2. Why is the attire and public role of Muslim women an important topic, both in early Islam and today?

3. 4:1-35 and 2:222-242 – How does the Qur'an view marriage and divorce?

4. 16:54-60 – What view of a girl's birth does the Qur'an reject?

5. 9:71-2 and 33:35 – Are these passages of a 'feminist' Qur'an?

6. 52:17-27 and 56:1-56 – View of Paradise. What is heaven like? Relate to view on women.

7. 7:26-31 and 24:27-33 – About Modesty. Is a hijab Qur'anic? What is the principle here?

8. Why has the headscarf become such a hot issue in Europe and especially France during the past two decades? What is the struggle really about? And whose identity is at stake here?
<https://www.thelocal.fr/20170314/french-firms-told-they-can-ban-the-muslim-headscarf-at-work>

WEEK 13

Nov. 29

QUIZ ON ISLAM: FIRST HALF OF CLASS

Lecture (second half): Islam Part 4: Modernity and Islam

Dec. 1

Seminar 13: Understanding the Past and Explaining Current Challenges.

Read: Condensed version of Bernard Lewis, "What Went Wrong," *The Atlantic*, January 2002 (D2L)

<https://www.theatlantic.com/magazine/archive/2002/01/what-went-wrong/302387/>

Book Review of Lewis' *What Went Wrong*, by Imad-ad-Dean Ahmad, Minaret of Freedom Institute (An Islamic think tank in Bethesda, MD) (D2L)

<http://www.minaret.org/lewis.pdf>

Questions for Discussion:

1. According to Lewis, why have countries in the Muslim world lost the leading position they once had in the realm of politics, science, and culture? Do you agree with him? Why do you think his research and claims were controversial?
2. What alternative explanations might account for the discrepancy between these countries and those in the West?
3. Answer the following: Which do you find most convincing—Lewis' work or Imad-ad-Dean Ahmad's review of it?
4. Consider possible options for Islam presented in the textbook—especially Reformism, Revivalism, and Secularism—and think about the comparative options in both Judaism and Christianity. How do they compare, and which is likely best equipped to deal with current realities?

5. Optional: What did the Pew Survey in the second article discover about Muslim attitudes toward aspects of Sharia Law around the world? How do you explain the great variations? Do you think the “alarm bells” set off in Canada (or in other western democracies) are warranted?

<http://www.torontosun.com/2014/03/27/allowing-sharia-law-sets-dangerous-precedent>

<http://blogs.vancouversun.com/2013/06/08/sharia-set-off-alarms-in-canada-check-the-facts>

WEEK 14

Dec. 6 ***VISIT FROM IMAM ISMA'IL AL-NUR OF MASJID AL-IMAN MOSQUE**

Dec. 8 ***RESEARCH PAPER DUE AT BEGINNING OF SEMINAR CLASS**

Seminar 14: Overlap and Divergence: A Class Discussion about the Three Great Monotheistic Traditions (no advanced readings)

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Crisis and the Human Response 2-Page Reflection	15 %
<i>Pentecostalism</i> Book Short Chapter Review	15 %
Quiz on Christianity	15 %
Quiz on Islam	15 %

DESCRIPTION	WEIGHTING
Research Paper	25 %
Seminar Participation	15 %
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

a) QUIZZES AND ASSIGNMENTS

i) Crisis and the Human Response Paper **15 percent** ***Due Wed. Oct. 6**

Length: Minimum 500 words

This paper overlaps with the Week 5 Seminar. Read the seminar material and write a short reflection paper about how you would respond to a great crisis in comparison (or contrast) to the two great individuals studied this week (Elie Wiesel and the biblical Job). Your paper will focus on question 6 for that week, which is:

In comparison (or contrast) to the biblical Job and Elie Wiesel, respectively, how would you respond a massive crisis? Would belief and faith be helpful to you in a time of struggle? Why or why not?

Make sure to provide specific examples from the readings about how Job and Elie Wiesel approached hardship. You do not need to cite them, however. But if you wish to provide a citation, it is enough to make a footnote inside the text at the end of the sentence where it is referenced eg. (Job 4:17) and (Wiesel interview) or at the bottom of the page in Chicago or MLA Style.

The paper must have an introduction and thesis statement, body, and conclusion. A model for the thesis statement could be:

“This paper explores how I would respond to a life crisis by comparing my own belief system with those of the biblical Job and Elie Wiesel. Un/like Job and Wiesel, I would...”
 (now you briefly summarize what you would do similarly or differently)

ii) Quiz on Christianity **15 percent** ***Monday Nov. 1**

For the first half of class, there will a quiz. It will feature lecture, textbook, and seminar material we have explored to that date. It will be composed of multiple choice, short answer, and fill-in-the-blank questions.

iii) Pentecostalism Book Chapter Review **15 percent** ***Due Wed. Nov. 3**

Length: Minimum 500 words

This book chapter review overlaps with the Week 9 Seminar. Read chapters 1 and 4 of the *Pentecostalism* book and the assigned scriptures for the seminar and write a summary of the Pentecostal movement

For the review, you will write an essay-style summary that answers the four (4) seminar discussion questions in one fluid, paragraph format (i.e. do not answer the questions one at a time). You may find more instructions on the D2L course site under Content → Nov. 3

iv) Quiz on Islam

15 percent

*Monday Nov. 29

The format is similar to the previous quiz. It will take place during the first half of class and feature lecture, textbook, and seminar material we have explored to that date. It will be composed of multiple choice, short answer, and fill-in-the-blank questions.

v) Research Paper

25 percent

*Due Wed. Dec. 8

Length: 5 pages (approximately 1250 words)

The research paper is intended to be a longer, more in-depth investigation of an important religious topic or question. You may select a topic from the list at the end of the course outline or create one of your own (Please consult with me first if you would like to do the latter).

Also note that **only 2 students are permitted to write on the same topic**. For this reason, it is essential that you confirm your selection with me in advance.

In this assignment, you need to consult and engage a **bare minimum of 3 full-length academic articles or books**. It must also **make significant use of sacred scriptures**. Other sources considered divinely inspired and exegetical works for comparative analysis are acceptable. "Official" religious websites and journals may be useful. I will be providing more instructions in class as we move further into the semester.

A Very Basic Checklist for the Research Paper:

1. Was my essay topic approved by the instructor?
2. Is the paper 5 pages in length, double spaced?
3. Is there a bibliography on a separate page?
4. Is there a title page?
5. Did I provide citations? Are they formatted in Chicago Style Referencing?
6. What is my thesis statement?
7. Does the paper follow the thesis statement? In other words, is it organized to answer the question you proposed and summarized at the beginning?

Key instructions for all written assignments

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins.

Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers are to be handed in to me at the beginning of class.

The essays are to be written in paragraph form. They should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** organized into paragraphs that support the thesis—each having its own supporting argument backed up by evidence, analysis of that evidence and ideally, consideration of alternative interpretations. Choose sources that enable you to write this type of thoughtful and balanced paper.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

The research paper will be evaluated according to a three-point criterion:

- Referencing your sources with footnotes and bibliography (10%)
- Writing style and organization (30%)
- Supporting evidence and analysis (60%)

Late Policies and Submitting Your Assignments

Assignment due dates are firm, and assignments must be submitted on the due date or they will be considered late. **Late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. **Assignments due at the beginning of class are automatically 5 percent late after the end of class.** Problems with computers, flash drives, or a dog on a paper or laptop diet will not be accepted. This being said, please do not hesitate to contact me if you're having problems understanding or writing the assignments.

Advice on Writing a Strong Paper

The essays are more than a summary of the evidence and interpretations of other authors. You must write in your own words and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation was accurate. A good essay will recognize that scholars may have applied different methods or based their conclusion on alternative sources. There might even be multiple answers to the question that you are addressing. Be open to the possibility of a more nuanced response.

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely too heavily on spell checkers and grammar checkers. It can be helpful to ask another person to read it over. Also beneficial is to read your own work out loud to yourself. Doing this can help you identify confusing or incorrect expression. Lastly, please try to avoid "casual speak" in order to communicate at an academic level.

Using Quotations and Footnotes:

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote. Equally important, paraphrasing and borrowing ideas must be handled in the same fashion as direct quotes. A citation is needed

whenever you are utilizing another's ideas or information that is not general knowledge. However, it is not necessarily to cite general information i.e. The Second World War began in 1939. Wayne Gretzky was born in Brantford, Ontario. Or, the Toronto Blue Jays are awful again this year. Generally speaking, try not to use a lot of quotations and avoid long ones (more than 3 lines in length).

The essay must be followed with a Bibliography on a separate sheet of paper, listing all of the sources you consulted in the assignment, whether they are quoted or not. **Formatting must be in *Chicago Style***. We will explore this in class; additionally, **you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website**. Other styles, such as APA social science format (parenthetical reference to authors in the text of the essay), will not be accepted.



An Important Note on Plagiarism: All written work that you submit in REL 100 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. It is a form of theft and will automatically result in **a grade of zero**, at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed paper for another course. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources.

See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

(b) EXAMS

There is no midterm or final exam in REL 100 this semester.

(c) SEMINAR PARTICIPATION

(15 percent)

Participation in REL 100 is absolutely critical to the student learning experience and grade achievement. It is based exclusively on seminar involvement and, specifically, the consistency and quality of your posts and responses.

Please find the detailed instructions about how to participate in the seminar near the top of Section 4 in the course outline.

Religion courses are part of Camosun's Department of Humanities. Website:
<https://legacy.camosun.ca/learn/subjects/humanities/>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.