Course Description
Religion is a subject in which people continue to vest powerful emotions. This course focuses on the three monotheistic religions of the Middle East: Judaism, Christianity and Islam, and in order to develop a better understanding of them we will make frequent exciting on-site visits and we will exploit as many primary sources as possible.

Monotheism is the shared theological orientation of Judaism, Christianity and Islam that often embraces almost every aspect of the private and the public life of their followers. The aim of this course is to examine Judaism, Christianity and Islam’s main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. In this course, we will investigate how is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy. Hopefully, we might even eventually come to question our assumptions of the three monotheistic religions.

Course Requirements
You will be expected to attend all classes (unless prevented by illness), complete the assigned readings before the class under which they are listed, participate actively and constructively in discussion and be always ready to do the tests and pop quizzes (composed of fill-in-the-blank sentences, multiple choice questions and short answer questions) with closed books.

Additionally, you will be expected to compose two papers, each 4-5 pages long, excluding bibliography, double spaced. The first paper is compulsory for all students attending the course to write and submit at the latest by the 19th of October 2021. The first paper will be on Sainthood in Judaism, Christianity and Islam. Then, it’s up to you to decide if you wish to write and submit the second paper by the 18th of November 2021, OR the third paper by the 3rd of December 2021. For the second paper you may choose to write on Jewish, Christian and Muslim Beliefs on War and Violence or on The Ideal of Charity as shared by Judaism, Christianity and Islam. For the third paper you may write on Conflicts within Judaism, Christianity and Islam. All papers must be submitted in printed form. You will be called to present one of your papers in class. Discussion by the students attending the presentations is anticipated.

Finally, please note that you are expected to submit a one or two paragraph reflection note every time there is no required reading, (6 reflection notes in total= on any topic discussed in class which you found intriguing OR on one of our on-site visits).

Grading and Evaluation
Your grade for this course will be based on the following distribution:

- Participation 10%
- Two Papers 20% + 20%= 40%
- Presentation of One Paper 10%
- Test 10%
Syllabus

Six Reflection Notes 10%
Pop Quizzes 5%
Final Exam 15%

Please find detailed rubrics at the end of this syllabus.

Class Participation: Your attendance and in class participation – is vitally important to your success in this course.

Use of Laptops: In-class or on-site use of laptops and other devices is permitted if that facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other devise privileges will be suspended and will affect your grade in a negative way if there are not used for class-related work.

Attendance: Students are expected to report for classes promptly. CYA regards attendance in class and on-site as essential.

Policy on Original Work: Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg. 7)

Accommodations for Students with Disabilities: If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

You will have the opportunity to complete an evaluation form for my teaching methods at the end of the course. Should you experience any difficulties before this, please let me know. I promise I will do my best to help you during your studies in Athens. By all means do approach me, if you think I could be of any help!

Books, Course Materials, Moodle


Please note: All required reading (apart from your textbook) can be found in Moodle.
You are strongly advised to consult the books and articles that are kept for you on the library’s reserved shelf.

Class Schedule
7 September Session 1. Introduction
What is religion? What is monotheism? How did monotheism emerge? What does it mean to launch and practise monotheism in a polytheistic environment? How important is the afterlife in order to attract converts?

NO required reading.

9 September Session 2 and 14 September Session 3. Judaism in a nutshell
Teachings and Conversion: What do Jews believe in? What does conversion to Judaism entail? Beginnings and Leadership: Under which conditions did Judaism emerge? Who do Jews trust as leaders? How are their leaders chosen and how do they gain their authority, by personal charisma or by heredity? Do they get paid for their services? Do they retain their job for life? Sacred Texts: Which are their main sacred texts? Their characteristics, their authors and dates of composition. Worship and Ritual: How do they communicate with God and express their religious experiences?

21 September Session 4. Visit to the Jewish Museum of Athens
Please remember to submit your reflection

23 September Session 5 and 28 September Session 6. Christianity in a nutshell

30 September Session 7. Visit to Ag. Spiridon Church
Please remember to submit your reflection

1 October Session 8 and 5 October Session 10. Islam in a nutshell
Required Reading: Textbook p. 52-72 and Companion Readings: 3.2.A and 12.2.

7 October Session 9. Visit to the Benaki Museum
Please remember to submit your reflection

12 October Session 11. Sainthood in Judaism, Christianity and Islam
How is sainthood defined by Judaism, Christianity and Islam? What does it take to become a saint? The saints’ involvement in society and their rewards before and after their death.
Please remember to submit your final reflection

14 October Session 12. Martyrdom
What does it mean to die for the faith? How is resistance understood and described? Should martyrdom be voluntary? The numbers of the martyrs.

19 October Session 13. Asceticism and Monasticism
How can our body lead us to sainthood? How complete is a saint’s renunciation of this world?
Time to submit 1st paper!

21 October Session 14. Visit to Agios Ioannis Theologos Monastery in Papagos. Chance to interview nuns!
Please remember to submit your reflection

26 October Session 15. MID-TERM EXAM

9 November Session 16. Presentations of Student Papers

11 November Session 17. Sex and Gender
How do sexual relations influence one’s life and afterlife? How much is abstinence appreciated? Who exercises power? Do women have any real power? The roles of the other sexes.


16 November Session 18. War and Violence
Are war and violence considered as legitimate?


18 November Session 19. Charity and Pilgrimage
How can money and travel please God? How are the unprivileged treated? Is charity a way to exhibit piety and to forgive sins? What is the meaning of travel to sacred places?

Submit 2nd paper, unless you submit the 3rd paper on the 3rd of December!

30 November Session 20. Presentations of Student Papers

2 December Session 22. Visit to the Byzantine Museum of Athens
*Please remember to submit your final reflection*

3 December Session 21. Presentations of Student Papers
Submit 3rd paper, unless you have already submitted the 2nd!

7 December Session 23. Presentations of Student Papers.

NO required reading.
Please note: The bibliography that follows is optional. It is recommended as a guide to help you compose your papers. All the titles, without exception, can be found in the school library. Please try not to restrict yourselves to the present bibliography. Any additional bibliography will be greatly appreciated.

Martyrdom

Asceticism and Monasticism

Sexual Relations and the Ideal of Virginity

The Three Sexes; Men, Women and Hermaphrodites, Transvestites and Eunuchs

The State

Social Hierarchy, Wealth and Slavery

War and Violence

Charity
Pilgrimage

Notions of Orthodoxy and Heresy

Influence of Hellenism

Art
## Participation:

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>25 points</th>
<th>20 points</th>
<th>10 points</th>
<th>5 points</th>
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<tbody>
<tr>
<td><strong>Level of engagement in class</strong></td>
<td>Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.</td>
<td>Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.</td>
<td>Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.</td>
<td>Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.</td>
</tr>
<tr>
<td><strong>Listening skills</strong></td>
<td>Student always listens when others talk, both in groups and in class. And incorporates or builds off of the ideas of others.</td>
<td>Student usually listens when others talk, both in groups and in class and rarely incorporates or builds off of the ideas of others.</td>
<td>Student occasionally listens when others talk, both in groups.</td>
<td>Student often interrupts when others speak.</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Student never displays disruptive behavior during class.</td>
<td>Student very rarely displays disruptive behavior during class.</td>
<td>Student occasionally displays disruptive behavior during class.</td>
<td>Student almost always displays disruptive behavior during class.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
<td>Student is rarely prepared for class with assignments and required class materials.</td>
<td>Student is almost never prepared for class with assignments and required class material.</td>
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<th>Score</th>
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## Paper:

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<th>15 points</th>
<th>11 points</th>
<th>7 points</th>
<th>3 points</th>
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<tbody>
<tr>
<td><strong>Introduction / Thesis</strong></td>
<td>exceptional introduction that grabs interest of reader and states topic. Thesis is exceptionally clear, well-developed, and a definitive statement.</td>
<td>proficient introduction that is interesting and states topic. Thesis is clear and arguable statement of position.</td>
<td>basic introduction that states topic but lacks interest. Thesis is somewhat clear and arguable.</td>
<td>weak or no introduction of topic. Paper’s purpose is unclear/thesis is weak or missing. Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis. References are not cited correctly.</td>
</tr>
<tr>
<td><strong>Content knowledge:</strong> Quality of research</td>
<td>paper is exceptionally researched, contains 3 peer reviewed articles, the 3 articles relate to the thesis argument in a logical manner. References are correctly cited</td>
<td>information relates to the main topic. Paper, is well-researched in detail and from 3 good sources. References are correctly cited</td>
<td>information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly</td>
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<tr>
<td><strong>Content application:</strong> Support of thesis and analysis</td>
<td>exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.</td>
<td>consistent connections made between evidence and thesis. Good analysis.</td>
<td>some connections made between evidence and thesis. Some analysis.</td>
<td>limited or no connections made between evidence and thesis. Lack of analysis. Lack of conclusion.</td>
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<tr>
<td><strong>Conclusion</strong></td>
<td>excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.</td>
<td>good summary of topic with clear concluding ideas. Introduces no new information.</td>
<td>basic summary of topic with some final concluding ideas. Introduces no new information.</td>
<td>Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted.</td>
<td>Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate.</td>
<td>Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper</td>
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<tr>
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<td><strong>Responsiveness to Topic</strong></td>
<td>20 – clearly addresses the topic and responds effectively to all aspects of the assignment; 18 – clearly address the topic, but may respond to some aspects of the assignment more effectively than others 16 – addresses the topic, but may slight some aspects of the topic 14 – indicates confusion about the topic or neglects important aspects of the assignment 12 – suggests an inability to comprehend the assignment or to respond meaningfully to the topic</td>
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<td><strong>Communication of Ideas</strong></td>
<td>20 – explores the issues showing thorough comprehension of the text; goes beyond the obvious lass discussion 18 – shows some depth and complexity of thought 16 – may treat the topic simplistically or repetitively; doesn’t demonstrate sufficient comprehension of the text 14 – lacks focus, demonstrates confused or simplistic thinking, or fails to communicate ideas 12 – is unfocused, illogical, incoherent or disorganized</td>
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<td><strong>Organization</strong></td>
<td>20 – is coherently organized (i.e. stays on target with the topic), with ideas supported by apt reasons 18 – is well organized and developed with appropriate reasons and examples 16 – is adequately organized and developed, generally supporting ideas with reasons and examples 14 – is poorly organized and/or undeveloped; lacks support from the text 12 – is undeveloped; provides little or no relevant support</td>
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<td><strong>Control of Mechanics, Sentence Structure, Grammar, Spelling</strong></td>
<td>20 – is generally free from errors in mechanics, usage, and sentence structure 18 – may have a few errors in mechanics, usage, and sentence structure 16 – may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure 14 – is marred by an accumulation of errors in mechanics, usage, and sentence structure 12 – has serious and persistent errors in word choice, mechanics, usage, and sentence structure</td>
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**Reflection Notes:**

- is very challenging to read due to poor writing flow. Improper reference section.
- completely off-topic.
- Reference section missing.

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## Oral Presentation:

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<tr>
<td><strong>Organization</strong> (15 points)</td>
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<tr>
<td>The type of presentation is appropriate for the topic and audience.</td>
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<tr>
<td>Information is presented in a logical sequence.</td>
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<td>Presentation appropriately cites requisite number of references.</td>
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<td><strong>Content</strong> (45 points)</td>
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<tr>
<td>Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
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<tr>
<td>Technical terms are well-defined in language appropriate for the target audience.</td>
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<tr>
<td>Presentation contains accurate information.</td>
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<tr>
<td>Material included is relevant to the overall message/purpose.</td>
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<tr>
<td>Appropriate amount of material is prepared, and points made reflect well their relative importance.</td>
<td>10</td>
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<tr>
<td>There is an obvious conclusion summarizing the presentation.</td>
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<tr>
<td><strong>Presentation</strong> (40 points)</td>
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<tr>
<td>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</td>
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<td>Speaker uses a clear, audible voice.</td>
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<td>Delivery is poised, controlled, and smooth.</td>
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<td>Good language skills and pronunciation are used.</td>
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<td>Visual aids are well prepared, informative, effective, and not distracting.</td>
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<td>Length of presentation is within the assigned time limits.</td>
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<td>Information was well communicated.</td>
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