

**DEREE COLLEGE SYLLABUS FOR: AN 2215 RELIGION IN THE MEDITERANNEAN WORLD****US CREDITS:3/0/3**

(New Course Spring 2013 )

**PREREQUISITES:**

WP 1010 Introduction to Academic Writing  
WP 1111 Integrated Academic Writing & Ethics

**CATALOG DESCRIPTION:**

An overview of three major religions: Judaism, Christianity and Islam. The influence of these religions on Mediterranean cultures, especially Greece. Religion considered as having a major impact on cultural heritage and civilization in the Mediterranean world. Site and museum visits.

**RATIONALE:**

The Mediterranean region is the point of intersection of three world religions: Judaism, Christianity and Islam. In Greece, these religious communities come face to face. A study of major religious influences is a link to the culture of a particular region. Greece will be examined as a case study of the Mediterranean region. An understanding of modern life in the region is enhanced through knowledge of the religions followed and the traditions that have continued as a result of religious observance.

**LEARNING OUTCOMES:**

As a result of taking this course, student should be able to:

1. Demonstrate knowledge of the foundations of three major religions: Judaism, Christianity and Islam.
2. Identify the similarities and differences among Judaism, Christianity and Islam.
3. Analyze forms of worship, ritual and traditions which emanate from Judaism, Christianity, or Islam. Interpretation of religious and literary texts.
4. Evaluate the impact of the studied religions on Mediterranean culture from a cultural vantage point, using Greece as a focal point.
5. Recognize and employ an appropriate form to interpret aspects of the religions, for example: architecture, literary criticism, music, sacred texts.
6. Develop investigatory tools for historical research, and comparative methods for cultural and interdisciplinary studies.
7. Develop communication skills and writing skills for presentation of a term project.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures and class discussions on theories and studies of the major monotheistic religions of the Mediterranean region.
- Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material, ask questions and seek guidance on their research paper.

➤ Use of a blackboard site, where lecture notes, assignment instructions, announcements, as well as additional resources are posted.

**ASSESSMENT:**

Midterm exam <b>summative</b>	25 %	essay – type questions (choice: 2 out of 4)
Research paper – <b>summative</b>	50 %	Research paper based on an informative, creative, or critical and evaluative study of religion in the Mediterranean.
Oral Presentation <b>summative</b>	25 %	Oral presentation of the project/paper

In detail:

**Midterm exam - summative.** A one hour exam comprised of short essay questions. (Learning Outcomes 1 and 2).

**Research Paper/Project - summative.** An empirical research paper or project is designed (3,000- 4,000 words excluding the cited works pages), as a small scale study or project/report concerning a religious theme found in Judaism, Christianity or Islam as it is expressed in the Mediterranean region. Theoretical knowledge learned in class is applied and developed in the project. The project/paper may be creative, investigative, empirical or theoretical: a) a creative project would explore religious themes through poetry, music, architecture, art, or hagiography as expressed by the particular religious culture; b) an investigative study, empirical or historical, would focus on a particular cultural phenomenon as revealed by the customs, traditions, peoples or ‘remnants’ of one of the three heritages under study in the course; c) a theoretical paper would analyze literary forms or theological concepts of a particular religion in the subject group through its sacred texts or literature.

The research paper/project counts for 50% of the total grade. (Learning Outcomes 1-3,4-7).

**Presentation- summative**

A class presentation of 15-20 minutes designed to disseminate knowledge concerning a particular religious culture among the classroom audience. The classroom audience becomes a forum for the sharing of various methodological and disciplinary approaches to a particular aspect of a religious culture. (Learning Outcomes 1-7)

**READING LIST:**

**REQUIRED MATERIAL:**

Corrigan J. et al. *Jews, Christians, Muslims: A Comparative Introduction to Monotheistic Religions*. New York: Pearson, latest edition ISBN: 978-0023250927

**FURTHER READING:**

	<ol style="list-style-type: none"> <li>1. Barker, E. (1989) <i>New Religious Movements: A Practical Introduction</i>, London: HMSO</li> <li>2. Bowker, J. (ed) (1997) <i>The Oxford Dictionary of World Religions</i>. Oxford University Press.</li> <li>3. Brown, Raymond, ed. (2000) <i>The New Jerome Biblical Commentary</i>. Geoffrey Chapman.</li> <li>4. Coakley, Sarah, ed. (1997) <i>Religion and the Body</i>. Cambridge: Cambridge University Press.</li> <li>5. DeLange, N. (2000) <i>Judaism</i>. Cambridge: University of Cambridge Press.</li> <li>6. Chryssavgis, J. (2004) <i>John Climacus: From the Egyptian Desert to the Sinaite Mountain</i>. Aldershot: Ashgate.</li> <li>7. Dunn, J. (1998) <i>The Theology of Paul the Apostle</i>. London: T and T Clark.</li> <li>8. Edwards, M. (2009) <i>Catholicity and Heresy in the Early Church</i>. Farnham: Ashgate.</li> <li>9. Lewis, F. (2000) <i>Rumi Past and Present East and West</i>. Oxford: Oneworld Publications.</li> <li>10. Louth, A. (1981) <i>The Origins of the Christian Mystical Tradition from Plato to Denys</i>. Oxford: Oxford University Press.</li> <li>11. Ochs, P. (1993) <i>The Return to Scripture in Judaism and Christianity</i>. Mahway, New Jersey: Paulist Press.</li> <li>12. Porothuis, M. and Schwartz, J. (2004) <i>Role Models in Judaism and Christianity</i>. Leiden, The Netherlands:</li> <li>13. Schimmel, A. (1992) <i>Islam, an Introduction</i>. Albany, New York: State University of New York Press.</li> <li>14. Schwartz, S. (2010) <i>Were the Jews a Mediterranean Society?: Reciprocity and Solidarity in Ancient Judaism</i>. Princeton: Princeton University Press.</li> <li>15. Wills, L. (1995) <i>The Jewish Novel in the Ancient World</i>. Ithaca and London: Cornell University Press.</li> <li>16. Zizioulas, J. (2006) <i>Communion and Otherness</i>. London: T and T Clark.</li> </ol>
<b>RECOMMENDED MATERIAL:</b>	As above
<b>COMMUNICATION REQUIREMENTS:</b>	
<b>SOFTWARE REQUIREMENTS:</b>	
<b>WWW RESOURCES:</b>	<p>Useful specialized journals and sites include:</p> <ul style="list-style-type: none"> <li>• <i>Sociology of Religion</i> <a href="http://socrel.oxfordjournals.org/">http://socrel.oxfordjournals.org/</a></li> <li>• <i>Religion on the Web</i> <a href="http://www.users.ox.ac.uk/worc0337/serious/religion.html">www.users.ox.ac.uk/worc0337/serious/religion.html</a></li> <li>• <i>Virtual Religion Index</i> <a href="http://www.religion.rutgers.edu/vri/index.html">www.religion.rutgers.edu/vri/index.html</a></li> <li>• The Major World Religions <a href="http://www.omsakthi.org/religions.html">www.omsakthi.org/religions.html</a></li> <li>• Greek Orthodox Diocese of North America</li> </ul>

	<p><a href="http://www.goarch.org">www.goarch.org</a></p> <ul style="list-style-type: none"> <li>• Sobornost <a href="http://www.sobornost.org">www.sobornost.org</a></li> <li>• Middle East and Islamic Studies <a href="http://www.guides.library.duke.edu/Mideast">www.guides.library.duke.edu/Mideast</a></li> <li>• Index to Jewish Periodicals <a href="http://www.lib.umn.edu/get/14531">www.lib.umn.edu/get/14531</a></li> <li>• The Journal of Religion <a href="http://www.press.uchicago.edu/ucp/journals/journal.jr.html">www.press.uchicago.edu/ucp/journals/journal.jr.html</a></li> <li>• <i>Journal of Religion and Society</i> (electronic journal) <a href="http://moses.creighton.edu/JRS/toc/About.html">http://moses.creighton.edu/JRS/toc/About.html</a></li> <li>• <i>International Journal for the Study of New Religions</i> <a href="http://www.equinoxjournals.com/IJSNR">http://www.equinoxjournals.com/IJSNR</a></li> </ul>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Judaism       <ol style="list-style-type: none"> <li>a. Historical Framework</li> <li>b. Religious Influence on Christianity</li> <li>c. Cultural Influx: Mediterranean</li> </ol> </li> <li>2. Christianity and Judaism       <ol style="list-style-type: none"> <li>a. Psalmody</li> <li>b. Theology of St. Paul</li> <li>c. Conflict and Similarities</li> </ol> </li> <li>3. Christianity       <ol style="list-style-type: none"> <li>a. Foundations</li> <li>b. Councils</li> <li>c. Schism</li> </ol> </li> <li>4. Orthodoxy       <ol style="list-style-type: none"> <li>a. Ecumenical Councils</li> <li>b. Tradition: Church and Spirituality</li> <li>c. Social Impact: Mediterranean</li> </ol> </li> <li>5. Catholicism       <ol style="list-style-type: none"> <li>a. Vatican Councils</li> <li>b. Tradition: Church and Spirituality</li> <li>c. Social Impact: Mediterranean</li> </ol> </li> <li>6. Islam       <ol style="list-style-type: none"> <li>a. Foundations</li> <li>b. The Prophetic Tradition</li> <li>c. Social Impact: Mediterranean</li> </ol> </li> <li>7. Mystical Bridges       <ol style="list-style-type: none"> <li>a. Hesychasts and Spanish Mystics</li> <li>b. Hassidism</li> <li>c. Sufism</li> </ol> </li> </ol>