

COURSE TITLE: Hebrew Bible/Old Testament: Theology, History, and Interpretation

COURSE NUMBER/SECTION: THST 1000/TIMES/DAYS: TR 8:00 –9:30

INSTRUCTOR: Jina Kang

CORE AREA: Foundations, Theological Inquiry

FLAGGED: None

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course is an introductory course to the Hebrew Bible (Old Testament) which will focus on the development of ancient Israelite traditions as well as development of interpretations of the biblical text. Students will critically engage with selected biblical texts representing issues of social, societal, political, and theological concerns. Students are encouraged to critically engage with the biblical text in comparative consideration of contemporary conceptualizations of social justice, power dynamics, and spirituality.

STUDENT LEARNING OUTCOMES

Having successfully completed this course, students will: 1) acquire basic familiarity with the content and history of interpretation of the Hebrew Bible, 2) examine and critically evaluate development of select traditions through the span of ancient Israelite history, 3) develop basic skills in critical and creative analysis of the Hebrew Bible, and 4) develop practice in integrating theological inquiry and related meaningful action.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS

1. Bible –New Revised Standard Version
2. Collins, John J. Introduction to the Hebrew Bible: Second Edition. Minneapolis: Fortress, 2014.
3. Elie Wiesel. The Trial of God. New York: Schocken Books, 1979.
4. Additional readings provided on BrightSpace

COURSE WORK/EXPECTATIONS

1. Class attendance and participation
2. Quizzes
3. Research paper
4. Group presentation

COURSE TITLE: Introduction to the Old Testament // Hebrew Bible

COURSE NUMBER: THST 1000.03 // 1000.04

SECTIONS TIMES/DAYS: MWF 1:50-2:50 PM or 3:00 - 4:00 PM

INSTRUCTOR: Dr. Daniel L. Smith-Christopher

CORE: Theological Inquiry

FLAGS: N/A

COURSE DESCRIPTION:

Never thought you would enjoy the Old Testament? Think again. This course is intended to be a challenging introduction to the Hebrew Bible (Old Testament), but all questions are fair game. The emphases of this course are historical and literary familiarity with the Hebrew Bible, although questions about the Hebrew Bible as a religious text will not be out of place. This is a “historical critical” approach to Textual analysis. No particular religious orientation is assumed, and students are invited to probe, question, and explore new ideas about the Bible. Students need not have a strong religious background in order to do well in this class –but it is good to have an interest in history, reading, and an interest in challenging questions!

STUDENT LEARNING OUTCOMES:

Students Will:

- (1) Have a basic orientation to all the types of books of the Old Testament. (2) Have a basic grasp of essential dates of Old Testament History, and the importance of those events for the study of the Bible.
- (3) Have a basic understanding of the different genres of Old Testament Literature, such as Poetry, Wisdom, Prophetic Texts, Law, Story.
- (4) Have a basic understanding of critical approaches to the study of the Bible.

PREREQUISITES/RECOMMENDED BACKGROUND:

There are no prerequisites to this course. It is a basic course intended for the first or second year of University.

REQUIRED TEXTS:

- 1) Bible -New Revised Standard Version (New American Bible is OK.)
- 2) Collins –A Short Introduction to the Hebrew Bible (Fortress Press)

COURSE WORK/EXPECTATIONS

- 1) Class attendance is required
- 2) I grade on a point system. There will be 6 quiz-type short tests, spaced every two-three weeks, covering BOTH reading and lecture material. Each test is worth 10 points. There is no mid-Term or Final in addition to these tests. Only the tests.
- 3) All students will write the final paper (10-13 pages), an analysis of a selected Bible passage, which is worth up to 40 points. Full Research Paper expectations –citations, bibliography, etc. There will be detailed instructions.

COURSE TITLE: World Religions in Los Angeles

COURSE NUMBER/SECTION: THST 1500.01

TIMES/DAYS: Section .01 T/R 8:00 – 9:30 AM OR 9:40 - 11:10 AM

INSTRUCTOR: L. Arik Greenberg, Ph.D.

CORE AREA: Studies in American Diversity

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course is an introduction to the academic study of religion and of world religions, and to the religious traditions of Hinduism, Buddhism, Confucianism, Daoism, Sikhism, Judaism, Christianity and Islam, as well as several other current religious trends. The course examines the historical evolution, the fundamental doctrines and beliefs, the practices, institutions and cultural expressions of these religious traditions. The course also deals with some of the essential differences and similarities which exist among each religious tradition, and points to the uniqueness of each of them. Special emphasis is placed upon how these religious traditions have emerged within the context of Los Angeles, how they have changed, grown and adapted to their new surroundings.

Discussion will also address how critical scholarship can bolster, rather than ruin an individual's faith. Students will be encouraged always to bear in mind their role in the world and how the study of world religions and familiarizing oneself with their texts can assist in illuminating our relationships to each other and determining our current global responsibilities.

STUDENT LEARNING OUTCOMES:

At the end of this course students will 1) demonstrate that they will think both empathetically and critically about conflicting religious claims; 2) demonstrate that they have gained knowledge of the history and culture of several major religious traditions; and 3) through class participation and written assignments have improved their verbal and written skills.

PREREQUISITES/RECOMMENDED BACKGROUND

None, other than an open mind and a willingness to see the commonalities and cherish the diversities between people's faith traditions.

REQUIRED TEXTS [textbooks will be available through the bookstore at a discounted bundle-pricing from the publisher]

- Willard G. Oxtoby and Alan F. Segal, editors. *A Concise Introduction to World Religions*. Toronto: Oxford University Press, 2010. ISBN13: 9780199008551
- *The New Oxford Annotated Bible with Apocrypha, New Revised Standard Version, Fourth Edition*.
- Toronto: Oxford University Press, 2010. ISBN13: 9780195289558 ISBN10: 0195289552 ISBN 9780195289602

- *The Bhagavad Gita*. Translated by W. J. Johnson. Toronto: Oxford University Press, 2009.
ISBN13: 9780199538126 ISBN10: 0199538123
- *The Qur'an*, Translated by M. A. S. Abdel Haleem. Toronto: Oxford University Press,
2008. ISBN13: 9780199535958 ISBN10: 0199535957

COURSE WORK/EXPECTATIONS:

40% Written Assignments (four reflection papers)

10% Class Participation

25% Mid-Term Exam (On Eastern Traditions, written in green books)

25% Final Exam (On Western Traditions, written in green books)

COURSE TITLE: Biblical Hebrew

Note: this course is offered on both the lower and upper division levels. Those taking it on the upper division level will meet for an additional short session during the week for inductive readings of simple Hebrew texts, at a time determined by mutual agreement.

COURSE NUMBERS: CLAR 1130 = JWST 1998.01

CLAR 3130 = TIME/DAYS:TR 9:40-11:10 AM

INSTRUCTOR: M. Isaac

CORE AREA: N/A

FLAG: Information Literacy

COURSE DESCRIPTION: This is a one-semester “crash course” intended to enable the student to acquire the basics of Biblical Hebrew adequate to understand references in scholarly literature and to begin to read simpler Biblical texts with the use of a dictionary.

STUDENT OUTCOMES: The student will be introduced to a language and mentality which perceives and expresses realities very differently from those of Europe, and thereby will acquire a broadened and more perspective when reading and studying Biblical texts, even in translation. As noted above, the student will better be able to understand references using Hebrew in scholarly literature, and with the help of a dictionary will be able to read simpler Biblical Hebrew texts.

PREREQUISITES: None.

REQUIRED TEXTS:

Three interconnected texts published by Zondervan, all by Miles V. Van Pelt & Gary D. Pratico.

Basics of Biblical Hebrew: Grammar, 2ndEd.

Basics of Biblical Hebrew: Workbook, 2ndEd.

Charts of Biblical Hebrew (with CD, which is not necessary).

The list of the three books at Zondervan is approximately \$110.

On Amazon.com the price drops down to approximately \$75.

If you go to the available new/used offers on Amazon, the price for all three together drops down to about \$45 or less, and this is the recommended way of purchase.

COURSE EXPECTATIONS: Attendance in class is mandatory. Each class will begin with a brief written quiz on the matter of the previous class. In addition, there will be take-home exercises. There will be a final exam, the content of which will be determined by the overall progress of the class toward the end of the semester. Those taking the course at the upper division level will take a different final appropriate to their added study.

COURSE TITLE: The Zionist Idea

COURSE NUMBER: JWST 3510-01

SECTION TIMES/DAYS: Thursdays, 4:20-7:20 PM

INSTRUCTOR: Mark Diamond

CORE AREA: Historical Analysis and Perspective

FLAG: Oral Skills and Information Literacy.

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course on Zionism covers a timeline from 70 C.E. to the present. The emphasis of the course is on the period from the mid-1850's to the present and covers:

- Zionist theories and frameworks;
- Struggles among the Zionist movements and their followers;
- Challenges of implementation;
- Interactions with other stakeholders;
- The nature of Zionism today;
- What the future might portend.

STUDENT LEARNING OUTCOMES: By the end of the semester students will be able to articulate and discuss:

- The national development of Zionism;
- The drivers of Zionism in 19th and 20th century Europe;
- The major strains of Zionist thought;
- Important Zionist thinkers and practitioners;
- The impact of Zionism on the realpolitik of the current Middle East;
- The impact of non-Jewish Zionism on Israeli politics;
- The social, economic and military conceptual frameworks of Zionism.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

- Arthur Hertzberg, *The Zionist Idea: A Historical Analysis and Reader*
- Howard M. Sachar, *A History of Israel from the Rise of Zionism to Our Time*
- Ari Shavit, *My Promised Land*

The instructor will also provide articles from journals and media sources for students to read in advance of each class session.

COURSE WORK/EXPECTATIONS:

This is an interactive course, and students are expected to pay close attention to current news on the topic. The course will include student presentations, films, role play, and guest lecturers in an atmosphere of critical thinking and challenged assumptions in a respectful and scholarly setting. The course is divided into four primary parts:

1. The period between the mid-19th century and the first World Zionist Congress meeting at

the end of the 19th century. This is the period when the various paradigms of Zionism were formalized and entered into the public marketplace of ideas.

2. The period of the Yishuv which roughly coincides with the period of the British Mandate, 1917-1947. This is the period before the establishment of the State of Israel when most of the economic and social institutions were established.
3. The period of the establishment of the state of Israel through 1967. During this period, Israel formalized its borders, became a member of the world of nation states, established its nuclear program, and began the occupation of the Palestinian territories.
4. The period from 1967 to today. This is the period when Jewish settlements in the West Bank grew to a population of nearly 500,000. During this period, Israelis experienced phenomenal economic growth and ask what the future of Zionism holds for them, Diaspora Jewry, the Middle East and the world.

This is a 4-unit course with the following grading scheme:

Value

1. Attendance, assigned readings and class discussions 15%
2. Mid-term examination 15%
3. Final exam 20%
4. Research paper 30%
5. Class presentation 20%

ADDITIONAL INFORMATION

This is a core class specializing in historical analysis and perspective. In addition to context specific objectives, The Idea of Zionism has specific objectives and carries flags for two areas:

This course emphasizes and broadens students' "ability to orally communicate ideas to an audience. These skills include the ability to understand and engage in a discipline's discourses and rhetorical situations by delivering formal oral presentations or performances." Students will be required to prepare and present a research presentation that includes advanced preparation, analysis and evaluation of materials (literature review), and a rehearsed presentation in front of the class.

Writing Flag: This course also emphasizes and broadens students' "ability to find, evaluate and reflect on information found in a variety of sources...Information literacy skills include the ability to select information that provides relevant evidence for a topic; to find and use scholarly and discipline-specific professional information; to evaluate resources for reliability, validity, accuracy, authority and bias; and to document research in an appropriate, consistent and ethical way. In order to build upon the foundational information literacy knowledge and skills developed in the First Year Seminar and Rhetorical Arts courses." Students will be required to prepare and write a 15-20 page research paper that will include an annotated bibliography, literature review, and thorough research design.

COURSE TITLE: Judaism: Religion, History, and Culture

COURSE NUMBER/SECTION: THST 3100.01TIMES/DAYS:T/R 11:20 AM -12:50PM

INSTRUCTOR: Gil Klein

CORE AREA: EXP: Historical Analysis & Perspective ; FLAGGED: n/a

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore Judaism as a lens through which to think about the multiple and complex forces that shaped the past. It will do so by investigating central aspects of Jewish history from ancient to modern times. The course will focus on select texts and works of art, which mark significant moments in Jewish thought and practice. By examining Jewish text and art, students will learn how Judaism developed through negotiations with the traditions of the past as well as with the changing conditions of the present. Through a critical analysis of sources such as Biblical passages, rabbinic dialogues, Kabbalistic teachings, philosophical writings, synagogue paintings and sacred architecture, students will also learn to identify different media and genres of Jewish creativity. As the course will demonstrate, each of these modes of expression evolved in correspondence with non-Jewish cultures and inspired different understandings of Judaism. Finally, by exploring notions such as origins, law, worship and nationhood, students will come to see Judaism as an ongoing response to fundamental historical, religious and cultural questions.

STUDENT LEARNING OUTCOMES

Students will: 1. Know the chronological sequence and geographical framework appropriate to Jewish religion, history and culture.2. Be able to analyze primary sources of multiple varieties and distinguish them from scholarship (secondary sources).3. Understand that historical knowledge emerges from debates over the interpretation of evidence.4. Learn to construct arguments about the past based on evidence and utilizing critical language appropriate to the subject matter and discipline of history.5. Value the complex process by which the present emerged out of the past.6. Develop writing skills and the rhetorical ability to present critical work in class.

PREREQUISITES/RECOMMENDED BACKGROUND:None**REQUIRED TEXTS**

- 1.) David Biale, ed., *The Cultures of the Jews*, vol. 1 –Mediterranean Origins (New York: Schocken Books, 2006).
 - 2.) David Biale, ed., *The Cultures of the Jews*, vol. 2 –Diversities of Diaspora (New York: Schocken Books, 2006).
 - 3.) Howard Schwartz, *The tree of Souls: The Mythology of Judaism* (Oxford and New York: Oxford University Press, 2004).
 - 4.) Recommended: Adele Berlin and Marc Zvi Brettler, eds., *The Jewish Study Bible* (Oxford and New York: Oxford University Press, 2014).
- *Additional sources on MYLMU Connect.

COURSE WORK/EXPECTATIONS

Assignments in this course include: exams and quizzes; reading reports; oral presentations; field trips; and a research paper.

COURSE TITLE: Archaeology and the Bible
COURSE NUMBER: CLAR 4350 = THST 3998
SECTION TIMES/DAYS: F2018TR 1:00- 2:30pm
INSTRUCTOR: (Fr.) William J. Fulco, S.J., PhD
CORE AREA: INT: Faith and Reason.
FLAG: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course varies somewhat with the semester. This semester we will concentrate on the biblical text and artifacts associated with key people: The Patriarchs, Moses, Joshua, David, and others. As an introduction, we will look at the whole problem of Biblical historicity and the relationship of the biblical text to archaeological findings, and as a conclusion we will also sample other sections of the Bible, such as a few chapters of Genesis, the Song of Songs, a few Psalms, and one of the Prophets. In all cases, we will examine actual artifacts from the relevant periods insofar as possible.

STUDENT LEARNING OUTCOMES: The student will develop a new appreciation for the Bible, especially the Old Testament (= Hebrew Bible) and the way it was written over several centuries. The student will be able to examine selected texts in light of the archaeological data, and see how or how not the text and data correlate, thereby achieving a more critical approach to the Bible. Because the historical use of the Bible has enormous theological implications, the student's exposure to various ways of applying the texts should lead to a more critical approach to biblical exegesis. Finally, by handling actual artifacts contemporaneous with the various periods of the Bible the student will also have a far livelier sense of the life and times of the peoples who gave us the texts.

PREREQUISITES/RECOMMENDED BACKGROUND

No particular course is a prerequisite, but by all means previous exposure to ancient history would be helpful, and those who have no knowledge whatsoever of the Old Testament or the Bible in general would find the course rather difficult. Because of high demand for this course, consent of instructor is required, to give preference to seniors and relevant majors.

REQUIRED TEXTS

The student should acquire any edition of the New Revised Standard Version of the Bible or the Revised Standard Version of the Bible, preferable one that includes what are sometimes called the apocrypha but in the Catholic-Orthodox canon. But any edition, most of them very inexpensive, will do. — A Bibliography and photocopies of materials will be provided.

COURSE WORK/EXPECTATIONS

Attendance in class is mandatory, and absences are taken very seriously. There will be frequent, even weekly, brief written quizzes and a written essay final. There will also be frequent reflection or research papers of various lengths and topics, the total of which should come to approximately 30 pages including the essay final. Grading will be approximately 20% for class participation and quizzes, 55% for the papers, 25% for the final essay.

COURSE TITLE: Literature of the Holocaust

COURSE NUMBER: JWST 4340 / ENGL 5534

SECTION TIMES/DAYS: TTH 1:00-2:30

INSTRUCTOR: Margarete Feinstein

FLAGGED: Engaged Learning Flag

COURSE DESCRIPTION/PRINCIPAL TOPICS & STUDENT LEARNING OUTCOMES:

Many Holocaust survivors have said that it is impossible to describe the Holocaust, and yet many survivors have written about their experiences, both in memoirs and fictional forms. This class explores a central paradox of Holocaust literature: the need to tell and the fear that it cannot be told. Among the topics we will discuss are literature as witnessing, the impact of gender on experience and on narrative construction, and the question of who has the right to tell the story. For engaged learning, students will each read and analyze a memoir by a survivor and participate in a program at the Los Angeles Museum of the Holocaust.

REQUIRED TEXTS:

N/A

COURSE WORK/EXPECTATIONS:

Assignments:

Class Participation (10% of course grade)

Leading a discussion (10%)

Literary Journal (20%)

Two Exams (20%each)

Memoir Analysis (10%)

Letter to Survivor and Presentation (10%)

COURSE TITLE: Nazi Germany and Questions of Conscience

COURSE NUMBER: JWST 4370S

SECTION TIMES/DAYS: TTH 9:40-11:10

INSTRUCTOR: Margarete Feinstein

CORE AREA: Faith and Reason

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS & STUDENT LEARNING OUTCOMES:

This course engages students in a critical consideration of the moral, religious and theological implications of the Nazi regime. Through study of historical and theological texts, it explores the behavior and teachings of the Christian churches, their leaders, and lay adherents, as well as Jewish responses to the challenges posed by the Nazi regime.

REQUIRED TEXTS:

N/A

COURSE WORK/EXPECTATIONS:

Assignments: Class Participation (10% of course grade)

Preliminary Report (10% of grade)

Midterm Exam (25% of grade)

Research Paper (10% of grade)

Rewrite of Research Paper (20% of grade)

Final Exam (25% of grade)

COURSE TITLE: Interreligious Experience and Engagement

COURSE NUMBER: JWST 4400-01 /CATH 3998-08

SECTION TIMES/DAYS: Wednesdays 4:20-7:20 PM

INSTRUCTOR: Professor Mark Diamond

CORE AREA: Integrations/Faith and Reason

FLAGGED: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

This seminar explores fundamental questions of faith and identity through a close examination of the interaction of diverse religious traditions in Los Angeles and throughout the nation and world. The curriculum includes guest presenters who will share text materials and experiences from their respective faith traditions, and site visits to local religious centers. These experiences will enable students to interact with faith leaders and practitioners engaged in interreligious dialogue, explore how faith communities come to terms with religious pluralism, and analyze the positive and negative roles of religion in conflicts.

STUDENT LEARNING OUTCOMES

Students will understand the seminal texts of interfaith relations and the historical contexts in which they developed. Students will compare and contrast the core theologies, narratives, and rituals of the Abrahamic faith traditions and how they shape values of religious particularism and pluralism. Students will evaluate the efficacy of interfaith dialogues, social justice programs, conflict resolution projects, and other models of interreligious experience. By the end of the course, students will have applied the theory and practice of interfaith dialogue to design a working project of interreligious engagement.

PREREQUISITES/RECOMMENDED BACKGROUND

Integrations courses are intended to serve as culminating experiences in the Core Curriculum, encouraging students to develop a more mindful engagement with the world. These courses are normally taken in years three and four, although students of any year may enroll in the course as room allows. Students of all faiths, traditions and practices--or none at all--are welcome in the course.

REQUIRED TEXTS

Leonard Swidler, Khalid Duran and Reuven Firestone, *Triologue: Jews, Christians, and Muslims in Dialogue*

Pim Valkenberg (editor), *World Religions in Dialogue, Enhanced Edition: A Comparative Theological Approach*

COURSE WORK/EXPECTATIONS

In order to understand the existential importance of questions of faith and reason, students will research and write an Interfaith Case Study of a selected interreligious milestone or controversy. Students will participate in an Interfaith Field Experience--study, worship or other activity within a faith tradition not their own, and submit a reflection paper on their experience. To be able to bring to practice a model of interfaith dialogue, students will work in teams to design a usable

Interfaith Engagement Project for the campus and/or community, described and analyzed in a class presentation. There will be a midterm examination at the midpoint of the semester and a final examination during final exams week.