

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

COURSE NUMBER: THST 1000.01.02 & JWST 1000.01.02

SECTION TIMES/DAYS: 8:00am-9:00am or 9:40-11:10am / MWF

INSTRUCTOR: Roy A. Fisher, Ph.D.

CORE AREA: FND: Theological Inquiry

FLAGGED: N/A

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:

- Adele Berlin and Marc Zvi Brettler, eds., *The Jewish Study Bible*, Oxford and New York: Oxford University Press, 2004.
- Marc Zvi Brettler, *How to Read the Jewish Bible*, Oxford: Oxford University Press, 2007.
- Additional readings on Brightspace

COURSEWORK/EXPECTATIONS:

Each student is expected to do the weekly readings, thoroughly participate in discussions, and take notes during class. Readings **DO NOT ONLY** include the required textbooks. The work load will be at least six hours per week of individual study, Including:

- Reading each week, including primary texts in translation
- Review for the midterm and final exam
- Study for quizzes
- Preparation and writing of reading reflections and short papers
- Preparation and writing of a research paper
- Small-group assignments undertaken outside of class

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: Modern Jewish History

COURSE NUMBER: JWST 3000

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

INSTRUCTOR: Feinstein, Margarete

CORE AREA: Historical Analysis and Perspectives

FLAGGED: Information Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS:

In this course we'll explore how traditional Jewish life changed when Jews gained political equality, economic opportunity, and religious freedom beginning in the 18th century. Topics include emancipation, assimilation, religious reform, mass migration, Zionism, the Holocaust, and Jewish culture.

STUDENT LEARNING OUTCOMES:

- Demonstrate knowledge of the significance of major figures, ideas, and events in modern Jewish history;
- Examine and appreciate differences and similarities between and within Jewish communities across time and space;
- Acquire an understanding of how historical events have shaped contemporary Jewish communities, Jewish culture, and the practice of Judaism throughout the world.
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;
- Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

PREREQUISITES/RECOMMENDED BACKGROUND: n/a

COURSE WORK/EXPECTATIONS:

Participation

Journal

2 Primary Source Analyses

Photo Project

Mid-Term Exam

Final Exam

COURSE TITLE: Ideas of Zionism

COURSE NUMBER: JWST 3510-01

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

INSTRUCTOR: Professor Mark Diamond

CORE AREA: Historical Analysis and Perspective

FLAGS: Oral Communication, Writing

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 and obstacles to implementation; • Interactions with other stakeholders;
- Contemporary challenges, including security concerns, Israeli-Palestinian relations, and changing demographics;
- The nature of Zionism today and what the future may hold for Israel.

This is a *core class* specializing in historical analysis and perspective. In addition to context-specific objectives, *Ideas of Zionism* has specific objectives and carries flags for two areas: *Oral Skills* and *Information Literacy*.

Oral Communication Flag: 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 work in pairs to prepare and present a *Zionist Ideas Debate* that includes advanced preparation, analysis and evaluation of materials, and a rehearsed presentation in front of the class.

Writing Flag: *Ideas of Zionism* strengthens 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 expected to prepare and write a 15-20 page research paper that will include an annotated bibliography, literature review, and thorough research design.

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, and guest lecturers in an atmosphere of critical thinking and challenged assumptions in a respectful and scholarly setting.

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*
- Anita Shapira, *Israel: A History*
- Ari Shavit, *My Promised Land*

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

COURSE WORK/EXPECTATIONS:

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

Attendance, assigned readings and class discussions 15% Mid-term examination 15% Final examination 20% Class presentation 25% Research paper 25%

COURSE TITLE: Judaism: Religion, History, Culture

COURSE NUMBER/SECTION: JWST 3750

TIMES/DAYS: TR: 11:20 AM-12:50 PM

INSTRUCTOR: Gil Klein

CORE AREA: EXP: Historical Analysis and Perspectives

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: SS: Archeology & the Bible

COURSE NUMBER/SECTION: JWST 3998

TIMES/DAYS: TR 1:00-2:30p

INSTRUCTOR: Fessler, H

CORE AREA: INT: Faith & Reason

FLAGGED: Writing

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

ATTRIBUTE: English: Comparative, English: Critical/Theoretical

COURSE DESCRIPTION / PRINCIPAL TOPICS:

How can literature bear witness? How is it possible to describe the indescribable? Who has the right to tell the story? These are just some of the questions with which we will wrestle this semester, as we read and discuss Holocaust memoirs, fiction, and drama. Survivors (and scholars) often say that language is insufficient to convey the Holocaust experience and that those who were not there are unable comprehend it. And yet, they continue to write. This paradox, the need to bear witness and the fear of being unable to tell or of not being understood, is at the center of our course. For engaged learning, students will curate an exhibit of paintings.

COURSE WORK / EXPECTATIONS:

Assignments:

Class Participation (10% of course grade)

Leading a discussion (10%)

Literary Journal (20%)

Two Exams (20%each)

David Labkovski Project (20%)

COURSE TITLE: Interreligious Experience and Engagement

COURSE NUMBER: JWST 4400-01 /THST 3998-14

SECTION TIMES/DAYS: Tuesdays 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.

COURSE TITLE: Palestine/Israel Conflict

COURSE NUMBER/SECTION: JWST 4998

TIMES/DAYS: MW 2:20-3:50 PM

INSTRUCTOR: Al-Qattan, N

CORE AREA: N/A

FLAGGED: FLAG: Writing

COURSE TITLE: Comparative Religion and Law

COURSE NUMBER/SECTION: JWST 5998-01

TIMES/DAYS: Monday: 4:20 PM – 7:20 PM

INSTRUCTOR: Rajika Shah

CORE AREA:

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course, through readings and class discussion, documentaries and guest speakers, introduces American students to the legal thought of the three Abrahamic religions – Judaism, Christianity, and Islam.

- Following introductory sessions on the history and tradition of each religion, the course will examine and compare the sources and structure of each religion and its basic precepts.
- Selected legal topics will be examined in-depth, such as the "personal status" laws of marriage, divorce, inheritance; the relationship of the church/synagogue/mosque to the state; and the approach of each religion to the role of armed conflict and the "other."