

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

COURSE NUMBER/SECTION: THST 1000 / JWST 1000

TIMES/DAYS: MW 8:00 – 9:30 AM or 12:40-2:10 PM

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. Matthews, Victor H. Old Testament Narratives that Shaped a nation. Grand Rapids: Baker Academic, 2005.
4. Elie Wiesel. The Trial of God. New York: Schocken Books, 1979.
5. Additional readings provided on BrightSpace

COURSE WORK/EXPECTATIONS

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

COURSE TITLE: Intro to the Hebrew Bible

COURSE NUMBER/SECTION: JWST 1000

TIMES/DAYS: T/TR 11:20 AM – 12:50 PM

INSTRUCTOR: Gil Klein

CORE AREA: FND: Theological Inquiry

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS:

Courses in Theological Inquiry raise fundamental questions of existence as these questions are embedded in religious traditions. Such questions include: Is there a divine and what does that mean? What does it mean to be human? What is the purpose of life? In this course, students will grapple with questions of ultimate concern with reference to the ancient texts of the Hebrew Bible/Old Testament. Students will also examine the ways in which religious communities have taken up these questions, and come to appreciate the intrinsic value of theological inquiry and its relation to meaningful action. They will become familiar with the legacy of the Hebrew Bible/Old Testament, with a focus on the history and development of the ancient Israelite religious traditions as well as the interpretation and analysis of primary Biblical writings. Although attention will be given to a broad survey of the variety of Hebrew texts that make up the Hebrew Bible/Old Testament, the course engages, in particular, with the legacy of the Mosaic Law, the Prophetic Movement and Wisdom and Apocalyptic, as they relate to issues of ethics and social justice. Other themes of theological significance, which the course explores through the various texts of the Hebrew Bible, include theodicy, divine revelation, and the role of ritual and sacred space in religious worship. Finally, this course will examine Jewish and Christian interpretive traditions associated with the Hebrew Bible/Old Testament, as they evolved in thought and practice.

STUDENT LEARNING OUTCOMES:

Students will: 1.) Identify and analyze foundational theological questions. 2.) Interpret religious sources critically and creatively. 3.) Connect ultimate questions to Christian and Jewish faith and practice. 4.) Assess diverse religious approaches and contexts. 5.) Appreciate the intrinsic value of theological inquiry and its relation to meaningful action. 6.) As part of this course, students will learn to evaluate non-textual materials such as works of art and architecture, which were produced in the ancient Near East. These materials and works profoundly illuminate the theology and history of ancient Israelite religion and their analysis will greatly contribute to the students' understanding of the relationships between different modes of religious expression. 7.) Students will also examine the fundamental question of the Hebrew Bible/Old Testament's status as Scripture and analyze the complex relationships between the critical historical analysis of the Bible and its traditional understanding as divine word in both Christianity and Judaism. 8.) Students will appreciate the place of the Hebrew Bible/Old Testament in relation to other works of Scripture, as well as later exegetical works and extra-canonical text.

PREREQUISITES/RECOMMENDED BACKGROUND:

None

REQUIRED TEXTS:

1.) Adele Berlin and Marc Zvi Brettler, eds., The Jewish Study Bible, Oxford and New York: Oxford University Press, 2004. 2.) Marc Zvi Brettler, How to Read the Jewish Bible, Oxford: Oxford University Press, 2007.3.) Additional readings on MYLMU Connect

COURSE WORK/EXPECTATIONS:

-Attendance and participation-Tests and quizzes -In-class group presentation-A final exam

ADDITIONAL INFORMATION:

N/A

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

COURSE NUMBER: THST 1000.03 // 1000.04
SECTIONS TIMES/DAYS: MWF 12:40-1:40 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 Israel

COURSE NUMBER/SECTION: JWST 3500

TIMES/DAYS: M 4:20-7:20 PM

INSTRUCTOR: Di Pasquale, G

CORE AREA:

FLAGGED:

COURSE TITLE: Judaism: Religion, History, Culture

COURSE NUMBER/SECTION: JWST 3750

TIMES/DAYS: TR: 2:40-4:10 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: World Literature: Monsters and the Monstrous

COURSE NUMBER: JWST 3998

SECTION TIMES/DAYS: 9:40 am – 11:10 am TR

INSTRUCTOR: Margarete Feinstein

CORE AREA (IF APPLICABLE): Critical/Theoretical, Comparative

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS

This class will explore man-made (yes, it's mostly men!) monsters, from automata to homunculi, with an emphasis on the legend of the golem. Traditionally, a clay figure brought to life, the golem has been reimagined across centuries and cultures. From the medieval Polish golem that runs amok to the Golem of Prague that protects the Jews from attack to non-Jewish (German) appropriations of the golem legend (and back), we will study the different genres as well as the changing historical contexts in which the golem and other monsters appear. What fears do these man-made monsters reveal?

STUDENT LEARNING OUTCOMES

Ability to identify key tropes in modern monster and golem stories, awareness of the role of the written word in Jewish imagination, ability to analyze the intertextuality of monster stories, and an understanding of the importance of the golem story in the production of post-Holocaust literature.

PREREQUISITES/RECOMMENDED BACKGROUND

None

REQUIRED TEXTS

Readings include a selection of primary texts and critical essays, such as Jakob Grimm's version of the Golem legend, Yudel Rosenberg, *The Golem and the Wondrous Deeds of the Maharal of Prague*; Gershom Scholem, "The Idea of the Golem," Peter Demetz, "Rabbi Loew and his Golem in German Literature"

COURSE WORK/EXPECTATIONS

Journal

2 Article Reviews

1 Analytical Essay

Midterm

Final Exam

Class Participation

Course Title: History & Psychology of the Holocaust and Genocide

COURSE NUMBER: JWST 4350

SECTION TIMES/DAYS: TF 9:40 – 11:10 a.m.

INSTRUCTOR: Margarete Feinstein

CORE AREA: Interdisciplinary Connect, Integrations: Power & Privilege

FLAGGED: Writing Flag

COURSE DESCRIPTION/PRINCIPAL TOPICS:

By studying the Armenian genocide, the Holocaust, and the Rwandan genocide, this class will examine how historians and psychologists explain the phenomenon of genocide in the modern world. Key to these interpretations are the role of power and privilege in creating the conditions for genocide, in shaping the experiences and actions of perpetrators, victims, and bystanders, and in fostering denial or reconciliation.

STUDENT LEARNING OUTCOMES: Students will also learn how to analyze materials in the fields, how to construct and implement a research project.

COURSE WORK/EXPECTATIONS:

Assignments:

Class Participation (10% of course grade)

Proposal for research topic (5%)

Two Exams (each 15%)

First Draft of Research Paper (10%)

Revised Research Paper (20%)

Final Exam (25%)

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: Nazi Germany

Course Number: JWST 4998

Section Times / Days: TR 2:40-4:10 PM

Instructor: Elizabeth Drummond

CORE Area: N/A

Flag: Engaged Learning; Information Literacy