

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 9:10-10:10am / 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 Israel

COURSE NUMBER/SECTION: JWST

3500 TIMES/DAYS: M 4:20-7:20 PM

INSTRUCTOR: Di Pasquale, G

CORE AREA:

FLAGGED:

COURSE TITLE: Trends in Jewish Life and Thought

COURSE NUMBER: JWST 3636

SECTION TIMES/DAYS: Mondays and Wednesdays 12:40-2:10 PM

INSTRUCTOR: Professor Mark Diamond

CORE AREA: Integrations/Faith and Reason

FLAGGED: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

Judaism is an intricate tapestry of theological understandings, religious beliefs, and laws, customs and rituals. Underlying the familiar adage “two Jews, three opinions” is the reality that diversity and dissent have been hallmarks of the Jewish tradition since Biblical times. This course examines the nexus of faith and reason in Jewish life and thought, with special attention to the breadth and depth of Jewish communal expressions in greater Los Angeles.

This course explores the theological and practical differences among these streams of Jewish expression. It challenges students to reflect on fundamental questions of faith and identity, including how divergent views of Scripture and revelation, particularism and universalism, enlightenment, emancipation, and other historical experiences impact patterns of Jewish belief and practice. Students will examine the strata of Jewish communal life in Los Angeles and beyond, and explore the dynamic and often opposing influences of theological discourse, religious authority, ethnic and cultural identities.

STUDENT LEARNING OUTCOMES

- Students will compare and contrast the core theologies, narratives and rituals of diverse Jewish movements and how they shape values of religious particularism and pluralism.
- Students will evaluate tensions between integration and survival for Jewish minority communities in the Diaspora.
- By the end of the course, students will understand how contrasting views of Scriptural revelation inform current Jewish beliefs and practices.

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

Eugene Borowitz (editor), *Choices in Modern Jewish Thought: A Partisan Guide* (Second Edition), published by Behrman House, ISBN 13 978-0-87441-581-0
Marc J. Rosenstein, *Turning Points in Jewish History*, published by Jewish Publication Society/U. of Nebraska Press, ISBN 978-08-27612631

COURSE WORK/EXPECTATIONS

Students will write and post a series of short (1-page) reflections on Jewish life and thought based on course readings and contemporary issues in the media.

In order to understand the existential importance of questions of faith and reason, students will research and write a *Case Study* of a selected topic in Jewish belief and practice.

Students will participate in a *Field Study*—worship, class or other activity in a synagogue or Jewish educational institution, and submit a reflection paper on their experience.

There will be a mid-term examination halfway through the semester and a final examination at the end of the semester.

TERM: Spring 2020

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: Jewish American Literature

COURSE NUMBER: JWST 3998

SECTION TIMES/DAYS: Wednesday/ 4:20-7:20

INSTRUCTOR: Dr. Holli Levitsky

CORE AREA (IF APPLICABLE): Writing

FLAGGED: (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS:

As a study in Histories, this course provides an introduction to Jewish literature and culture in America. It looks at the symbiotic relationship between Jewish minority culture and American culture – investigating how Jews have contributed to American culture, and how America has shaped the contemporary understanding of what it means to be Jewish. While Judaism as a religion has certainly affected American culture, in this course we will be particularly concerned with Judaism as a culture, distinct from its religious underpinnings. While religious Judaism is alive and well, the fact remains that approximately half of American Jews do not express any kind of religious or institutional affiliation. Yet such Jews often feel a great passion about their Jewishness, seeing themselves as part of Jewish history and culture. By the end of this course, you will have a deeper understanding of American Jews and their relationship to Judaism and Jewish history. You will know the rich and varied legacy of Jewish culture. You will be able to raise and answer some of the most pertinent questions of Jewish American culture.

STUDENT LEARNING OUTCOMES:

By the end of the course, students will be able to: Describe the major themes of the Jewish-American experience • Explain what it means to “become American” and identify the major strategies used by Jewish-American immigrants in becoming American • Identify well-known people, places, and events from the Jewish-American experience • Analyze the role of popular culture in the Americanization of Jewish-Americans • Analyze and interpret literature and film as historically situated cultural texts • Evaluate and critique/defend interpretations of cultural products such as film, literature, and theatre

PREREQUISITES/RECOMMENDED BACKGROUND:

English major

REQUIRED TEXTS:

Jewish American Literature: A Norton Anthology, by Jules Chametzky (Editor), et al.

COURSE WORK/EXPECTATIONS

Online posts/responses

Quizzes

Final exam/essay

Regular Attendance

Active and enthusiastic participation in class discussions

COURSE TITLE: History of Anti-Semitism

COURSE NUMBER/SECTION: JWST 4375

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

INSTRUCTOR: Margarete Feinstein

CORE AREA: Historical Analysis & Perspectives

FLAGGED: Information Literacy Flag

COURSE DESCRIPTION/PRINCIPAL TOPICS & LEARNING OUTCOMES:

This course focuses on relations between Jews and the non-Jewish world with an emphasis on the evolution of the hatred of Jews from antiquity to the early twenty-first century. Topics include the status of Jews in Islamic regions, the blood libel charge in medieval Christian Europe, the infamous forgery of *The Protocols of the Elders of Zion*, and today's "new antisemitism." Students will read primary sources explicating Judeophobic views and secondary sources offering a variety of interpretations concerning the origins and evolution of antisemitic ideas and actions and the reasons for their spread and transformation across Christian Europe and then to America and the Islamic world.

COURSE WORK/EXPECTATIONS:

Assignments:

Class Participation (10%)

Book Review (10%)

Midterm Exam (25%)

Literature Review (10%)

Rewrite of Literature Review (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: Divided Germany: Cold War Europe

COURSE NUMBER/SECTION: JWST 4998

TIMES/DAYS: TR 9:40-11:10 AM

INSTRUCTOR: Elizabeth Drummond

CORE AREA: N/A

FLAGGED: Engaged Learning, Information Literacy