

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

COURSE NUMBER: THST 1000.01.02 & JWST 1000.01.02

SECTION TIMES/DAYS: 8:00-9:00 AM or 9:30-10:30 AM 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: Intro to the Hebrew Bible

COURSE NUMBER/SECTION: JWST 1000

TIMES/DAYS: MWF 9:30-10:30 AM

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 relations 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: World Religions in Los Angeles

COURSE NUMBER/SECTION: THST 1500.01

TIMES/DAYS: MWF 8:00 – 9:00 AM or 9:30 – 10:30 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: New Testament Contexts

COURSE NUMBER/SECTION: THST 1010-06 and 1010-07
JWST 1998-03 and 1998-04

TIMES/DAYS: TR 7:50-9:20am and TR 9:50-11:20am

INSTRUCTOR: Sarah Emanuel

CORE AREA: Theological Inquiry

FLAGGED: n/a

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces students to New Testament texts and contexts. While a primary focus is situating New Testament writings in their own historical settings—a traditional starting point within the field of New Testament Studies—the course also examines how New Testament sources have been analyzed in contexts beyond their own times. Throughout the class, students will learn about the early Jesus movement; the construction of the New Testament canon; the development of New Testament Studies as an academic field; and the relationship among text, context, and interpretation. No prior knowledge is needed.

STUDENT LEARNING OUTCOMES

1.To gain familiarity with the textual complexities of New Testament and ancient Jewish/early Christ-centered texts; 2.To become familiar with the social and historical contexts of New Testament and ancient Jewish/Christian texts in order to explore what they might have meant to those who lived at the time in which they were written; 3.To recognize the relationship among text, context, interpretation, and interpretive histories; 4.To think ethically about the ways in which the New Testament might have been significant to its communities of origin; 5.To think ethically about the ways in which the New Testament continues to influence contemporary culture; 6.To become familiar with the methods and vocabulary scholars use to discuss the Bible and New Testament writings; 7.To learn to read texts closely, attending to multi-vocality and multiplicity of meaning; 8.To develop a vocabulary to talk about the relationship between ancient Judaism and Christian origins.

PREREQUISITES/RECOMMENDED BACKGROUND None REQUIRED TEXTS

The Jewish Annotated New Testament (JANT), ed. Amy-Jill Levine and Marc Zvi Brettler (2nd edition; Oxford: Oxford University Press, 2017).

Bart D. Ehrman, The New Testament: A Historical Introduction to the Early Christian Writings (7th edition; New York and Oxford: Oxford University Press, 2019).

COURSE WORK/EXPECTATIONS

Class Attendance and Participation 10%

Four Reading Responses 20%

One Creative Essay 30%

Two Exams 40%

COURSE TITLE: Politics of Modern Israel
COURSE NUMBER/SECTION: JWST 3500-01
TIMES/DAYS: MWF 9:30-10:30 AM
INSTRUCTOR: TBA
CORE AREA: N/A
FLAGGED: N/A

COURSE TITLE: Trends in Jewish Life and Thought

COURSE NUMBER: JWST 3636

SECTION TIMES/DAYS: TR 1:50-3:20 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.

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: Culture / Politics Weimar German

COURSE NUMBER/SECTION: JWST 3998-03

TIMES/DAYS: TR 1:50-3:20 PM

INSTRUCTOR: Elizabeth Drummond

CORE AREA: N/A

FLAGGED: N/A

COURSE TITLE: Medieval Philosophy

COURSE NUMBER/SECTION: JWST 3998-04

TIMES/DAYS: MW 4:00-5:30 PM

INSTRUCTOR: C. Peters

CORE AREA: N/A

FLAGGED: N/A

Course Title: History & Psychology of the Holocaust and Genocide

COURSE NUMBER: JWST 4350

SECTION TIMES/DAYS: TF 9:50 – 11:20 a.m. or 11:50 – 1:20 p.m.

INSTRUCTOR: Margarete Feinstein

CORE AREA: Interdisciplinary Connect

FLAGGED: Information Literacy

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 /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.