

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

COURSE NUMBER/SECTION: JWST 1000

TIMES/DAYS: TR 8:00 – 9:30; 9:40 - 11:10

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. Reflection and response posts
4. Research papers
5. Group presentation

COURSE TITLE: World Religions in Los Angeles

COURSE NUMBER/SECTION: JWST 1998 .01 & .02

TIMES/DAYS: Section .01 T/R 8:00 – 9:30 AM; Section .02 T/R 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: 9780195422078 ISBN10: 0195422074

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 1:00-2:30
INSTRUCTOR: Feinstein, Margarete
CORE AREA: Historical Analysis and Perspectives
FLAGGED: n/a

COURSE DESCRIPTION/PRINCIPAL TOPICS

Focusing on Jewish experiences in predominantly Christian and Islamic societies, this course examines Jewish responses to the political, socio-economic, and cultural challenges of modernity. It emphasizes how traditional Jewish life changed when Jews were granted 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

REQUIRED TEXTS

Michael Brenner, *A Short History of the Jews*

Ken Frieden, *Classic Yiddish Stories*

Paul Mendes-Flohr and Jehuda Reinharz, eds. *The Jew in the Modern World* (3rd Ed)

Zenon, Neumark, *Hiding in the Open*

Assorted articles and documents

COURSE WORK/EXPECTATIONS

2 Primary Source Analyses (3-5 pages)

Photo Project (4-6 pages)

Mid-Term Exam

Final Exam

COURSE TITLE: The Idea of Zionism

COURSE NUMBER: JWST 3510

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

INSTRUCTOR: Michael Davidson

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This in-depth course on Zionism covers a timeline from 70 A.D. to the present. The emphasis of the course is on the period from the mid-1850's to the present and we will study: the theories and frameworks; struggles among the strains and actors; challenges of implementation; interactions with other stakeholders; the nature of Zionism today; and what the future might portend. This will be an interactive course. Students will be expected to pay close attention to current news on the topic. The course will be vibrant; consisting of student presentations, films, role play, guest lecturers, and cuisine of the region in an atmosphere of critical thinking and challenged assumptions in a respectful and scholarly setting.

We will divide the course into four main 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 Jewish 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 nearly 500,000, Israel experienced phenomenal economic growth and asks what the future of Zionism holds

COURSE DESCRIPTION AND OBJECTIVES

This is a *core class* specializing in historical analysis and perspective, and, in addition to context-specific objectives, this course has specific objectives in two other areas: Oral Skills and Information Literacy.

ORAL COMMUNICATION FLAG: This course will emphasize and broaden the 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 practiced and rehearsed presentation in front of the class.

- Students will learn to work collaboratively with other students in preparing oral presentations
- Students are not allowed to read slides or read notes during presentations. They are permitted to refer to notes.
- Each presentation is followed by a question and answer period and students are instructed as to how to answer post presentation questions. The feedback during the presentation is particularly valuable and is accompanied by a detailed written critique of the instructor within a 24 hour period
- The presentation guidelines follow the 10-20-30 rule: no more than 10 slides, no longer than 20 minutes and nothing smaller than a 30 point font

WRITING FLAG: This course will also emphasize and broaden the 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 20-30 page paper. They will develop a robustly reliable and valid research paper which will include: an annotated bibliography; scientific literature review; and thorough research design. Students will learn and employ APA style.

- Students are required to hand in two drafts before the final paper
- Student papers must be delineated as explanatory, descriptive, quantitative, or qualitative.
- The paper topic must be approved as salient to the course by the instructor

STUDENT LEARNING OUTCOMES:

At the end of the semester students will be able to articulate the national development of Zionism, the drivers of Zionism in 19th and 20th century Europe, Zionist thought, the major strains of Zionism, 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 and be able to discuss the social, economic and military Zionist conceptual frameworks.

PREREQUISITES/RECOMMENDED BACKGROUND:

None

REQUIRED TEXTS:

- *The Zionist Idea: A historical analysis and reader* by Arthur Hertzberg.
- *A History of Israel from the rise of Zionism to our time* by Howard M. Sachar
- *My Promised Land* by Ari Shavit.

There will be 3-5 journal articles to read in advance of each class session.

COURSE WORK/EXPECTATIONS:

This is a 4-unit course with five deliverables:

	<u>Value</u>
1. Complete all assigned readings and participate in class discussions.	10%
2. Pass a mid-term exam	20%
3. Pass a final exam	20%
4. Submit one 10-20 page paper with two drafts	30%
5. Present a 20 minute class presentation	20%

A second 5-10 page paper can be submitted for extra credit and worth a maximum of 10% of the final grade.

COURSE TITLE: Judaism: Religion, History, Culture
COURSE NUMBER: JWST 3998 or JWST 3750?/THST 3100
SECTION TIMES/DAYS: MWF 12:40-1:40
INSTRUCTOR: Feinstein, Margarete
CORE AREA: Historical Analysis and Perspectives
FLAGGED: n/a
COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore central aspects of Judaism from ancient to modern times (up to the beginning of the 20th century). It will focus on select texts and artifacts, which mark significant moments in Jewish thought and practice. By examining Jewish text and material objects, students will learn how Judaism developed through negotiations with the traditions of the past as well as with the changing conditions of the present.

STUDENT LEARNING OUTCOMES

Know the chronological sequence and geographical framework appropriate to Jewish religion, history and culture;

Examine and appreciate differences and similarities between and within Jewish communities across time and space;

Acquire an understanding of how historical events have shaped Jewish cultures 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

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.) Michael Brenner, *A Short History of the Jews* (Princeton: Princeton University Press, 2010).

Additional articles and documents on Brightspace

COURSE WORK/EXPECTATIONS

Assignments in this course include: Mid-term exam; primary source analyses; article synopses; final exam.

COURSE TITLE: Archaeology and the Bible
INT: Faith and Reason. FLAG: Writing
COURSE NUMBER: THST 3998 = JWST 3998.4
SECTION TIMES/DAYS: F2017 TR 1:00-2:30pm
INSTRUCTOR: (Fr.) William J. Fulco, S.J., PhD

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 25% for class participation and quizzes, 50% for the papers, 25% for the final essay.

COURSE TITLE: Nazi Germany and Questions of Conscience

COURSE NUMBER: JWST 4370

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

INSTRUCTOR: Margarete Feinstein

CORE AREA: Faith and Reason

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course seeks to engage students in a critical consideration of the moral, religious and theological implications of the Nazi regime through the study of historical and theological and religious texts. Nazi efforts to reshape German and European society, including the sterilization of the “unfit” and the murder of millions of European Jews and others in the Holocaust, symbolize the ultimate evil of the modern era. How did some religious beliefs lead faithful Christians to complicity and others to resistance? How did Judaism provide a framework for Jewish responses to Nazi persecution? This class will explore 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 to Jewish traditions, values, and theological positions. Questions of ultimate concern include: what is our responsibility to “the other,” under what conditions is resistance to authority not only permissible but a moral imperative, how does one preserve internal meaning when confronted with impossible conditions, and what moral values are essential for preservation of the self?

STUDENT LEARNING OUTCOMES

Students will:

1. be able to define, describe and explain key facts about the important themes, figures, texts and other materials.
2. value the importance of questions of conscience raised by the Nazi period.
3. understand the search for God as a process shaped by cultural and historical factors.
4. be able to analyze the meaning of theological ideas and religious institutions in light of historical scholarship.
5. be able to compare Catholic, Protestant, and Jewish perspectives on religious, ecclesial and spiritual traditions pertaining to the Nazi era.

PREREQUISITES/RECOMMENDED BACKGROUND n/a

REQUIRED TEXTS

Robert Eriksen and Susanna Heschel, eds., *Betrayal: German Churches and the Holocaust*

Claudia Koonz, *The Nazi Conscience*

Michael Phayer, *The Catholic Church and the Holocaust*

Philip Hallie, *Lest Innocent Blood Be Shed*

assorted articles and documents

COURSE WORK/EXPECTATIONS

3 Book Reviews

1 Revised book review

Midterm Exam

Final Exam

COURSE TITLE: Interreligious Experience and Engagement

COURSE NUMBER: JWST 3998—02 (CATH 3998-02)

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 and interreligious events. 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 diverse faith communities 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

Mary C. Boys and Sara S. Lee, Christians & Jews in Dialogue: Learning in the Presence of the Other

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

COURSE WORK/EXPECTATIONS

Students will maintain an e-portfolio with weekly reflections on course readings, class presentations, site visits, and interreligious experiences. 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. They 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 pairs to design a usable *Interfaith Engagement Project* for their community, described and analyzed in a scholarly paper and class presentation. There will be a final examination at the end of the semester.

TERM: Fall 2017

COURSE TITLE: *Mediterranean Cities (and Islands)*

COURSE NUMBER: JWST 4998.1

SECTION TIMES/DAYS: 01 / TR 1:00-2:30 p.m., UNH 1858

PROFESSOR: Andrew Devereux, Ph.D., Department of History

COURSE DESCRIPTION/PRINCIPAL TOPICS: *Mediterranean Cities* is an upper division course that approaches the history of the medieval and early modern Mediterranean Sea (ca. 700-1700 CE) through an examination of its cities and, to a lesser extent, its islands.

Scholars debate the extent to which the Mediterranean region can be understood as a coherent entity. What role does climate and geography play in the development of a “Mediterranean culture”? Can one speak of a Mediterranean culture that supersedes the differences imposed by religious or ethnic identity? Or is the Mediterranean actually a divided sea, a frontier between Europe and Africa, between Christendom and Islam, between the West and the East? This class will explore the medieval and early modern history of the Mediterranean, using studies of the sea’s principal cities and islands, and their relationship to one another, to answer these questions.

The Mediterranean has always encompassed tremendous diversity – climatic, geographic, religious, and cultural. Yet, historically the various regions of the sea have been linked to one another through processes of mobility, most of which was channeled through the sea’s port cities and island entrepôts. This mobility could take the form of trade, of religious pilgrimage, as well as the movement of peoples and goods associated with warfare, piracy, and captive-taking. What better place, then, to explore Mediterranean connectivity than the cities that served as anchor points in this complex web?

STUDENT LEARNING OUTCOMES: Students will develop a command of the general trajectory of Mediterranean history from the rise of Islam, through the crusades, the imperial rivalries between Spain, France, and the Ottoman Empire, and culminating with the sea’s gradual eclipse by the Atlantic in the early modern period. Beyond this “grand narrative,” students will study processes of environmental inter-dependence, patterns of trade, pilgrimage to holy sites such as Jerusalem, Rome, Santiago, or Mecca, and other similar processes that often persisted in spite of seismic shifts at the level of high politics.

Each student will select one city (or island) on which to write a research paper of 12-15 pages. Students may choose to focus on the cultural, political, religious, environmental, or economic history of their chosen city, but the paper must be analytical. Over the course of the semester, students will develop research proposals, annotated bibliographies, and drafts of their papers, all of which will be graded. These assignments are designed to assist students in developing sophisticated research skills. Students will present work-in-progress to the class. Critical thinking and analysis will be stressed. By the end of the semester, students will come away with improved writing skills, the ability to conduct scholarly research, as well as an understanding of the historical processes behind modern concepts such as “orientalism” or a “clash of civilizations.”

PREREQUISITES/RECOMMENDED BACKGROUND: There are no prerequisites for this course.

REQUIRED TEXTS:

Karen Armstrong, *Jerusalem: One City, Three Faiths* (New York: Ballantine Books, 2005)

Ibn Battutah, *The Travels of Ibn Battutah*, edited by Tim MacKintosh-Smith (Macmillan UK, 2003)

Ogier Ghiselin de Busbecq, *The Turkish Letters of Ogier Ghiselin de Busbecq, Imperial Ambassador at Constantinople, 1554-1562*, translated by Edward Seymour Forster (Baton Rouge: Louisiana State University Press, 2005)

Mark Mazower, *Salonica, City of Ghosts: Christians, Muslims and Jews, 1430-1950* (New York: Random House, 2004)