

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

COURSE NUMBER/SECTION: THST 1000

TIMES/DAYS: TR 8:00 – 9:30

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: World Religions in Los Angeles
COURSE NUMBER/SECTION: THST 1500.01
TIMES/DAYS: Section .01 T/R 8:00 – 9:30 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)

TERM: Spring 2018

COURSE TITLE: New Testament Contexts: History, Theology, and Interpretation
COURSE NUMBER: THST 1010.03
SECTION TIMES/DAYS: T/R 9:40 – 11:10 AM
INSTRUCTOR: L. Arik Greenberg, Ph.D.
CORE AREA: Theological Inquiry
FLAGS: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore the development of earliest Christianity as seen in the New Testament and related early Christian literature. We will focus on the diverse beliefs and practices of first and second century Christians, reading selected New Testament texts with an eye toward understanding the beliefs and socio-cultural contexts of the communities that wrote and transmitted them. Such contexts include the Greco-Roman world (the larger context that gave rise to Christianity) and the Hellenistic-Jewish matrix that birthed earliest Christianity in Roman controlled Palestine. The goal is to gain an understanding of the great diversity of early Christian theology, worship and literature, while recognizing the basic spiritual unity of early Christianity.

STUDENT LEARNING OUTCOMES

Students will learn the basic aspects of studying the New Testament, utilizing primarily the historical critical method and touching on other complementary models such as feminist criticism. We will also treat the texts respectfully, recognizing that they are living documents of religious communities of faith. As such, discussion will also address how critical scholarship can bolster, rather than ruin faith. We will handle some very difficult questions about faith, which may challenge some students' current beliefs. However, people of faith will find that their faith will grow stronger through such exercises. By this method, one learns where one's beliefs derive from, and are enabled to make a conscious choice in how to believe. Additionally, it is important to know the varied history of early Christianity, including the debates over doctrine that initially divided the various Christian sects. Through understanding how these debates were settled, we too can learn how to proceed with similar debates in our own churches today, safeguarding the integrity and sanctity of our "healthy doctrines" while preparing the Church for evolution and growth in the modern world. Dr. Greenberg offers the example of earliest Christian diversity as a model for the possibilities within the modern ecumenical movement.

PREREQUISITES/RECOMMENDED BACKGROUND

An open mind is crucial. A basic knowledge of the history of Western Civilization will help facilitate learning about the Greco-Roman and Jewish context of the New Testament.

REQUIRED TEXTS

- Bart D. Ehrman. *The New Testament: A Historical Introduction to the Early Christian Writings* (6th edition). New York: Oxford University Press, 2015. ISBN13: 9780190203825
- Bart D. Ehrman *The New Testament and Other Early Christian Writings: A Reader* (2nd edition). New York: Oxford Univ. Press, 2004. ISBN-13: 978-0195154641

- Riley, Gregory J. *One Jesus, Many Christs*. Minneapolis: Fortress Press, 1997. ISBN-13: 978-0800632427
- A Bible (certain editions are preferred for this class)

COURSE WORK/EXPECTATIONS

- Weekly reading of approximately 2-3 textbook chapters plus pertinent Biblical texts
- 3 short papers (5-7 pages)
- 1 take-home midterm exam
- 1 in-class final exam

COURSE TITLE: Archaeology and the Bible
COURSE NUMBER: CLAR 4350 = THST 3998
SECTION TIMES/DAYS: S2018 TR 1:00-2:30pm
INSTRUCTOR: (Fr.) William J. Fulco, S.J., PhD
CORE: Faith and Reason.
FLAG: Writing

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: 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: History of Antisemitism

COURSE NUMBER: JWST 4375

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

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: Jews and Christians under Islam

COURSE NUMBER: HIST 5500 (01)/JWST 4998 (02)

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

INSTRUCTOR: Najwa al-Qattan

FLAGS: Writing and Oral Skills

COURSE DESCRIPTION/PRINCIPAL TOPICS

This seminar will examine the histories of Jews and Christians in Muslim societies in the Middle East from the rise of Islam in the seventh century to the present, with a focus on the early modern and modern periods. It will cover the cultural, legal, socio-economic, and political histories of non-Muslim communities and the forces (local, regional and international) that affected their lives. The course will take a comparative approach, considering local Muslim groups as well as marginalized groups such as gypsies, slave-soldiers, eunuchs, and “heretics.”

STUDENT LEARNING OUTCOMES

The course has the following objectives: (1) to acquaint students with the histories of the Middle East’s many Jewish and Christians communities; (2) to do so by looking at issues pertaining to legal and political status, socio-economic networks, cultural symbiosis, conversion, religious persecution, and communal violence; (3) to comparatively analyze and historicize notions of discrimination and tolerance, and to develop the analytic skills needed to complicate the question of religious identity, action, and status in society; (4) to explore a number of critical issues in the historiography of minorities in the Middle East.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS

Heather Sharkey, *A History of Muslims, Christians, and Jews in the Middle East*.

COURSE WORK/EXPECTATIONS

Attendance, preparation, and participation are mandatory. In addition, students will be required to (a) submit brief essays on a weekly basis; (b) lead two class discussions; (c) write a term paper.