

SEMESTER: Spring 2023

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

COURSE NUMBER/SECTION: THST 1000.01 & THST 1000.02

TIMES/DAYS: TR 1:45-3:25PM (01), TR 11:50-1:30PM (02)

INSTRUCTOR: Rosanna Lu

CORE AREA: 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

Students who successfully complete this course will: (1) acquire basic familiarity with the content, context, and history of interpretation of the Hebrew Bible, (2) examine and critically evaluate the development of religious traditions throughout 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. David Carr, *An Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible*
3. Additional readings on Brightspace

#### COURSE WORK/EXPECTATIONS

1. Attendance and participation in class meetings
2. Weekly group discussion activities
3. Written assignments
4. Group projects and presentations
5. Reading quizzes, exams

SPRING, 2023

## **Introduction to the Old Testament / Hebrew Bible (in English)**

(Section 03) THST 1000.03 // JWST 1000.03 (MWF 9:25am – 10:35am)\_  
(Section 04) THST 1000.04 // JWST 1000.04 (MWF 10:50am – 12:00noon)

**Prof. Daniel L. Smith-Christopher**

**CORE AREA: Theological Inquiry**

Introduction to the Old Testament/Hebrew Bible is a survey course with particular attention to historical background issues and literary familiarity with the variety of books that make up the Hebrew Bible/Old Testament. The course does not presume religious commitments of any kind, although this is not a disadvantage either. No background is presumed. Reading is expected, both for class discussion and quizzes.

### **Student Learning Outcomes:**

Students will:

- (1) Have a basic orientation to all the books of the Old Testament.
- (2) Have a basic grasp of essential dates of Old Testament History, and the importance of those dated 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.
- (5) Have a basic introduction to contemporary theological issues in relation to OT thought.

Texts: **REQUIRED**

(1) Collins, J.J., An Introduction to the Hebrew Bible (Third Edition/Fortress Press)  
**THIS TEXT IS AVAILABLE ONLINE THRU THE LIBRARY AT NO COST**

(2) Bible - New Revised Standard Version (Oxford Univ. Press, Pb, with Apocrypha)  
**PLEASE PURCHASE YOUR OWN BIBLE – Paperback IS NOT EXPENSIVE**

Requirements:

- (1) Class attendance is required (there will be frequent Friday online sessions)
- (2) 7 in-class quizzes spaced throughout the 15 week semester (70%).
- (3) Final Research Paper – (30%) research paper (10-13 pages), written on a chosen passage using a set format I will provide. There will also be sample papers to examine.

**THERE ARE NO Prerequisites nor any Recommended Backgrounds for this class.**

SEMESTER: Spring 2023

COURSE TITLE: New Testament Contexts

COURSE NUMBER/SECTION: THST 1010-02

TIMES/DAYS: MW 9:55-11:35am

INSTRUCTOR: Sarah Emanuel

CORE AREA: Theological Inquiry

FLAGGED:

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces students to the New Testament's many texts and contexts. While a primary focus will be to situate New Testament writings in their own historical settings—a traditional starting point within the field of New Testament Studies—the course will also examine 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

Our objectives are:

1. To gain familiarity with the textual complexities of New Testament and other early Christ-centered documents;
2. To become familiar with the Jewish and Gentile contexts of New Testament 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 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

1. Class Attendance and Participation 10%
2. Six Reading Responses 20%
3. Midterm 25%
4. Wiki Project 20%
5. Final Exam 25%

## Course Description – Spring 2023

Professor: Dr. Sarah Emanuel

Course: New Testament Foundations THST 1010-02

This course introduces students to the New Testament's many texts and contexts. While a primary focus will be to situate New Testament writings in their own historical settings—a traditional starting point within the field of New Testament Studies—the course will also examine 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.

**SEMESTER:** Spring 2023

**COURSE TITLE:** NT Contexts

**COURSE NUMBER/SECTION:** THST 1010.03 / THST 1010.04

**TIMES/DAYS:** T/R 9:55-11:35am AND T/R 11:50-1:30pm

**INSTRUCTOR:** Dr. Roy Fisher

**CORE AREA:** Theological Inquiry

**COURSE DESCRIPTION/PRINCIPAL TOPICS:** The New Testament centers on the story of Jesus, a Jewish teacher, healer, and prophet, who came to be acknowledged by his followers as the Messiah and worshiped as God among those who came to be called Christians. This course is designed to introduce students to: (1) the historical-critical analysis of the New Testament as an entrée to a more textured understanding of the political, historical, social, cultural, and theological dimensions of the texts; (2) the role social-location plays in both the historical and contemporary interpretation of texts (history of interpretation). As a result, students will consider their individual (private) and community's (public) engagement of the New Testament (texts reading texts) in the processing and actualization of biblical interpretations. Throughout the course we will engage questions such as: What kind of literature are we reading? For what communities were these texts written? When and why were they written? What are the texts doing and how are they functioning? How might the use of a particular theory or methodology impact/shape/influence what we see in the text? And, finally, what does any of this have to do with today?

**STUDENT LEARNING OUTCOMES:** Through their exposure and immersion into both text and textures of New Testament and biblical interpretation, students:

- Will gain a more complex understanding of the basic contours of the New Testament, including a general understanding of its literary diversity and textual complexities.
- Will be able to identify significant contextual events leading up to, and contemporaneous with, the New Testament (aka the Second Temple period) and why these events are significant for properly understanding the New Testament.
- Will consider how New Testament texts might have been significant to their various first-century communities.
- Will begin to assess how culture, race, gender, sexual-orientation, class, and ethnicity impact theological reflection; and the social implications and/or ramifications for constructed interpretive practices.
- Will demonstrate, by working collaboratively in small cohort clusters, their ability to interpret the texts, rituals, and material culture associated with the New Testament within a pluralistic manner.

**PREREQUISITES/RECOMMENDED BACKGROUND:** *NONE*

**COURSE WORK/EXPECTATIONS:** This is an in-person course that meets twice each week for 1.5 hours. In addition to our scheduled in-person class meetings, participants will be watching films and utilizing online learning platforms such as the discussion board on BrightSpace. Methods of instruction will be multidisciplinary, combining various media, lecture, sacred texts in translation, academic analysis, and class discussion of the assigned course materials. Given that this is a seminar style course, lectures by the professor will be minimal. Collaborative discussion, guided by the assigned materials (lectures, readings, films, web-resources, etc.) will constitute our primary experiential in-class activity. Students will engage in analysis of the multidisciplinary course content through class discussion, independent research, and reflective practices. This means that you **MUST** consistently attend and actively participate in ALL scheduled class sessions as well as Brightspace assignments in order to successfully pass the course.

SEMESTER: Spring 2023

COURSE TITLE: Exploring the Catholic Theological Tradition

COURSE NUMBER/SECTION: THST 1030-04 and THST 1030-05

SECTION TIMES/DAYS: TR 1:45-3:25 pm and 3:40-5:20 pm

INSTRUCTOR: Dr. William J. Shaules

CORE AREA: Theological Inquiry

FLAGGED: N/A

### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course is an introduction to the Roman Catholic theological tradition with a focus on biblical interpretation. The survey begins with the Patristic era emphasizing the development of Jerome's Vulgate (405), and continues into the Catholic response to the Reformation, the promulgation of the Vatican II document *Dei Verbum* (1964), and ending with present Catholic concerns for social justice. Students will study selected parts of biblical literature along with elements of its interpretive literature, art, music, and spirituality, all as expressions of faith within the Roman Catholic experience.

### STUDENT LEARNING OUTCOMES

Throughout the course students will be able to demonstrate knowledge of the following through outside research and critical engagement of the materials presented:

1. The question of ultimate meaning within human existence as linked to human expressions of the Divine
2. Symbols used to express the Divine governed by particular ideologies which reveal culturally and historically embedded factors within the development of Catholic religious expressions
3. Various interpretive methodologies governed by disciplines both within and outside of Catholic Theology
4. Different expressions of the Divine seen through different religious perspectives within the biblical text brought into conversation with the Roman Catholic Tradition
5. Major themes embedded in the Hebrew and Christian scriptures that serve to articulate Roman Catholic Faith.
6. The meaning of "interpretive traditioning" for the Roman Catholic experience.

### PREREQUISITES/RECOMMENDED BACKGROUND

None

### REQUIRED TEXTS

Eire, Carlos, *The Life of St. Teresa of Avila: A Biography*, ISBN 978-0-691-17492-9.

Fitzmyer, Joseph, *The Interpretation of Scripture: In Defense of the Historical Critical Method*, ISBN 978-0-61643-635-3.

Cunningham, Lawrence, *Introduction to Catholicism* ISBN 978-0-511-50140-1.

Stanglin, Keith. *The Letter and Spirit of Biblical Interpretation: From the Early Church to Modern Practice*, ISBN 979-1-4934-1430-7.

NRSV or NAB Bible and readings posted to Brightspace.

### COURSE WORK/EXPECTATIONS

1. Attendance of all class sessions
2. Participation in class discussions
3. Completion of shorter assignments on assigned dates
4. Research project
5. Completion of a final exam

SEMESTER: Spring 2023

COURSE TITLE: Exploring the Catholic Theological Tradition

COURSE NUMBER/SECTION: THST 1030.2 and THST 1030.3

TIMES/DAYS: MWF 8:00 – 9:10 am and MWF 9:25 am – 10:35 am

INSTRUCTOR: Fr Mark Aloysius SJ, DPhil

CORE AREA: Theological Inquiry

FLAGGED:

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

The goal of this course is to explore the beliefs (creed), ethical life (code), and practices (cult) of Catholicism. To do this, we begin by investigating the fundamental disposition of hospitality and attentiveness to the inbreaking of the divine into human life. Having considered these fundamental dispositions in theological inquiry, we will then investigate how the mystery of the Triune God sheds meaning upon human existence and how human existence illuminates our understanding of the Triune God. In doing so, various aspects of theological studies will be explored through themes such as revelation, faith, salvation, church, sacraments, creation, ethics, and prayer. As such, this course considers the Catholic theological tradition from a thematic rather than a historical point of view. Greater emphasis is placed on questions which have contemporary relevance. To stimulate these conversations, we will draw primarily on contemporary theological work and compliment this with a close reading of Scriptures and church documents. Various other expressions of faith in the arts and film will also be drawn on. In addition to this informative study of Catholicism, we will also investigate the role of prayer in theological work. This formative aspect of the course will include gaining some familiarity with different practices of Christian prayer, including the meditative and contemplative practices of the Spiritual Exercises of St Ignatius of Loyola.

#### STUDENT LEARNING OUTCOMES

Students will:

- (1) demonstrate through their research paper and discussion posts how a critical study of Catholic theology sheds light on the contemporary human condition
- (2) demonstrate through their reflections and oral presentations knowledge of the central themes in contemporary theology
- (3) show that they have the ability to interpret texts and other cultural phenomena (such as rituals, myths, architecture, songs, films) that have religious presuppositions or implications; and
- (4) through class participation, oral presentations, and written assignments have improved their verbal and written skills

#### PREREQUISITES/RECOMMENDED BACKGROUND

None.

#### REQUIRED TEXTS

1. Johnson, Elizabeth A. *Quest for the Living God: Mapping Frontiers in the Theology of God*. Bloomsbury, 2011.
2. Kearney, Richard. *Anatheism: Returning to God After God*. Columbia, 2010.

#### COURSE WORK/EXPECTATIONS

20%	10 reading quizzes
20%	4 critical/reflection papers of 2 pages each
15%	1 research paper of 5 pages
10%	Final presentation of research paper
25%	Final exam
10%	Class participation



SEMESTER: Spring 2023

COURSE TITLE: Exploring Catholic Theological Tradition

COURSE NUMBER/SECTION: THST 1030-06/07

TIMES/DAYS: 10:50am-12:00pmMWF/12:15pm-1:25pmMWF

INSTRUCTOR: Rachel Fox

CORE AREA: Foundations: Theological Inquiry.

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will introduce the structure, teachings, and practices of the Catholic tradition, including key historical, theological, and practical contours in dialogue with contemporary questions. In this course we will particularly look at contemplative ideas and thinkers in the Catholic tradition from a historical perspective, both classic and modern. In doing so we will discuss their important writings, teachings, and practices focusing on prayer, the spiritual journey, and formation.

#### STUDENT LEARNING OUTCOMES

1. Student will be able to identify theological elements, practices, and theories of transformation in Catholic contemplative traditions both historical and modern.
2. Student will be able to identify and discuss key groups, thinkers, and theologians in Catholic contemplative traditions.
3. Student will be able to discuss key definitions, terminology, and components of contemplative prayer practices in the Catholic tradition.
4. Student will be able to discuss the active component of the contemplative way in the Catholic tradition.

PREREQUISITES/RECOMMENDED BACKGROUND:

#### REQUIRED TEXTS

*50 Ways to Pray*. Blythe, Teresa. Abingdon Press. 2006.

*Light From Light: An Anthology of Christian Mysticism*. Editors Dupre, Louis / Wiseman, James A. Paulist Press. 2001.

*Intimacy with God: An Introduction to Centering Prayer*. Keating, Thomas. IPG. 2009

COURSE WORK/EXPECTATIONS: As this is a 4unit course the expectation is that one will spend 12 hours a week on this class. Since we spend 3 hours a week in class time, the expectation is that you will spend on average 9 hours per week on work outside of class.

**LOYOLA MARYMOUNT UNIVERSITY**  
**Spring 2023**  
**Eastern Orthodox Tradition**

**THST 1031 01**  
**CRN 48299**  
**Tuesday/Thursday 3:40-5:20 PM**  
**Classroom: TBA**  
**4 Semester Hours**

**Instructor:** Fr. Michael K. Courey, D.Min.

Phone: 310-749-2810

Email: [michael.courey@lmu.edu](mailto:michael.courey@lmu.edu)

Office Location: University Hall 3731

Office Hours: Tuesday/Thursday 1:00-3:00 PM and by appointment

**Course Description:** This course introduces students to the primary theological teachings of the Eastern Orthodox Church. The course explores theology through written sources and the lived tradition of Orthodox communities and treats topics such as life and death, sin, religious identity, the meaning of community, saints, Mary, iconography and music, postmodernity, and the Eastern Orthodox response to the ecological crisis and problem of global warming.

**University Core** fulfilled: Foundations: Theological Inquiry

**Course Structure:** In person

**Course Work/Expectations/Student Learning Outcomes:** Over the course of the semester, students will have the following opportunities for intellectual growth: 1) to gain and express their knowledge of the history, theology, and challenges of Eastern Orthodox Christianity; 2) to enhance their listening and communication skills through attentive participation in class discussions on aspects presented in a lecture format with an emphasis on a systematic theological approach to the field; 3) to be exposed to the writings of contemporary Orthodox Christian theologians; 4) to experience and reflect on an Eastern Orthodox worship service and various media presentations.

SEMESTER: SPRING 2023

COURSE TITLE: In Search of a Way

COURSE NUMBER/SECTION: THST 1050

TIMES/DAYS: MW 1:45-3:25

INSTRUCTOR: Eric Martin

CORE AREA: Theological Studies

FLAGGED:

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces and examines spiritual traditions within and without Christianity, spanning ancient times to the present. It does so by exploring the connection between inner expressions of prayer, yearning, ultimate concern, and experience of the divine with political realities, communal responsibilities, and social emergencies. It attends to how spirituality has been linked to white supremacy, patriarchy, queer sexuality, terrorism, imperial war, capitalism, and fascism as a means to name the way our own spiritualities exist in relation to the world around us. The course embraces the human condition of searching for a way amid dynamic, changing, and confusing conditions, making of the world a spiritual laboratory on the go, in which we are all co-creators in action.

#### STUDENT LEARNING OUTCOMES

- ~ To introduce spiritual traditions from biblical times to the present;
- ~ To think critically about the uses and abuses of spirituality discourses, their potential and limitations as a resource for social engagement, and the inescapable task of improvisation;
- ~ To understand how mystics, activists, prophets, criminals, hermits, and revolutionaries have interpreted social reality through a spiritual lens;
- ~ To delve into our own spiritualities, how our inner lives intermingle with the polis, and identify our chosen spiritual ancestors and horizons.

#### PREREQUISITES/RECOMMENDED BACKGROUND

n/a

#### REQUIRED TEXTS

Malcolm X, *The Autobiography of Malcolm X*  
Eileen Markey, *A Radical Faith: The Assassination of Sister Maura*

#### COURSE WORK/EXPECTATIONS

Do the readings participate in class conversations  
5-page spiritual autobiography  
Midterm on course material  
Final paper

Loyola Marymount University

**In Search of a Way**

Theological Studies 1050: 9

Spring 2023

Instructor: Roy Pereira, S.J., Ph.D.

E-mail: [Roy.Pereira@lmu.edu](mailto:Roy.Pereira@lmu.edu)

*Day(s) & Time TBD*

Office: Malone 201H

**Course Description**

*In Search of a Way* situates itself in the lives of university students who find themselves in new waters, having left the comfort of their homes & the friendships they developed with their high-school classmates. Just this transition can be stressful. But given that we continue to be in Uncertain Times, the anxiety can be doubled. The pandemic is still amongst us. But there are other social, political, economic uncertainties as well. How does one grow into adulthood during these uncertain times? How do I develop my relationship with others, with God & as importantly with myself? In order to make progress along the path, the pilgrim makes use of received wisdom from the past which can be in the form of religious texts or inspiring autobiographies. Both tradition & scripture help to make it easier to define the path that we are on & which very often we keep creating as we move along. Our current context & our own personal life experiences reflected upon also contribute to making this journey memorable. *In search of a Way* focuses on this journey and revolves around it. Through the use of the main text, other readings, songs with meaning, & films, we shall walk closer specifically towards *our way of proceeding*. If one is seeking to benefit from this course, it will call for the student to invest in this journey both academically & personally.

COURSE TITLE: In Search of a Way  
COURSE NUMBER/SECTION: THST 1050.1  
TIMES/DAYS: MWF 9:25-10:35  
INSTRUCTOR: Nirinjan Khalsa-Baker  
CORE AREA: Theological Inquiry

COURSE DESCRIPTION: This course will introduce students to the meaning and significance of spiritual practices in everyday life. Students will learn about the richness and complexity of religious traditions as well as the diverse voices that constitute these traditions. The focus of the course is on “lived religion”—the embodied, eclectic, and often improvisational character of spiritual experiences and journeys, both collective and individual. Students will attend to and learn to interpret ways in which identity and meaning can be construed, whether in explicitly religious terms or, more implicitly, arising from human experiences. Through a study of Sikh and Ignatian spiritual texts, students will consider the diversity of human experiences within specific populations facing contemporary social issues such as racism, sexism, immigration, etc. Special attention will be given to the dynamics of power and privilege that leads to suffering and marginalization. The pedagogical approach is experiential, designed to offer engagement and opportunities for reflection on one’s own experiences and contexts that shape our perspectives of self and God. This will also include examining our experiences, roles and responsibilities in the contemporary world. The course will take up such ultimate questions as: who am I as an individual and within a community, and what is my place and role in the larger scheme of things? What is of ultimate value? What makes for a meaningful life? How can we implement these beliefs into meaningful action?

#### STUDENT LEARNING OUTCOMES

1. Identify and analyze foundational theological questions.
2. Interpret religious sources critically and creatively.
3. Connect ultimate questions to faith and practice.
4. Appreciate the intrinsic value of theological inquiry and its relation to meaningful action.
5. Ability to use intellectual inquiry as a means for fostering empathy and understanding across diverse religious approaches, contexts, and human encounters.

PREREQUISITES: Pre-requisites required

#### REQUIRED TEXTS:

Valarie Kaur, *See No Stranger: A Memoir and Manifesto of Revolutionary Love*  
Anthony de Mello, *The Way to Love*

COURSE WORK/EXPECTATIONS Be prepared to engage with the course work both inside and outside of the classroom and critical inquiry through weekly lectures, small and large-group discussions, reflection journals, engaged practices, two quizzes, and a final paper.

SEMESTER: Spring 2023  
COURSE TITLE: **In Search of a Way**  
COURSE NUMBER/SECTION: CRN 71473 THST 1050-03  
TIMES/DAYS: MWF 10:50-12pm  
INSTRUCTOR: Dr. Leah Buturain Schneider  
CORE AREA: FND: Theological Inquiry (FTHI)  
FLAGGED: n/a

### **COURSE DESCRIPTION/PRINCIPAL TOPICS**

The course 'In Search of a Way: Channels of Grace' introduces students to the meaning and significance of spiritual practice in its distinctively Christian expressions as well as those expressions associated with other traditions, such as Buddhist meditative praxis and Jewish mysticism. The course focuses on "lived religion"--the embodied, eclectic, and often improvisational character of spiritual experience, both collective and individual. In each class, we inquire about the critical role of practice in shaping spiritual meaning and identity. Course content combines intellectual challenge with embodied explorations of wisdom. By practicing the welcoming prayer, students become attuned to ways that egoic attachments can work against the meaning, value, and purpose of the essential or core self. Through breathwork, mindfulness practice, and sharing of struggles and gratitude, we create a safe space for experiencing community.

The course dynamic challenges students to raise, refine, and interrogate questions about the nature of reality including perceptions of, and assumptions about, divine love. What is the relationship between contemplation and social justice, and what might a growing awareness of racism, sexism, and ageism require of us? How will we generate intergenerational exchange? What does the incarnation of divine love in the human person of Jesus say about honoring the irreducible singularity of each living thing? How can spiritual practice and adaptation inform our experience of being present? How do Dharma, intention, and detachment support liberation? How am I to be a steward of the trees that surround me? How can I practice being present to presence?

### **STUDENT LEARNING OUTCOMES**

**SLO1** Students will demonstrate, by working collaboratively in clusters, their ability to employ theological critical tools for interpreting spiritual practices, rituals, and a theology of struggle within a chosen wisdom tradition.

**SLO2** Students will identify their own family's intergenerational linkages regarding attitudes toward cultural, religious, and spiritual practices by interviewing two familial elders and evaluating these experiences in the context of course readings. **SLO3** Students will practice expressing gratitude through applied reflection on prompts by writing in a gratitude journal twice each week. **SLO4** Students will be able to identify four local species of trees. **SLO5** Students, by articulating their MVP meaning, values, purpose, and spiritual praxis, will identify and present their own internal GPS.

### **REQUIRED TEXTS**

1. *Scarred by Struggle, Transformed by Hope* by Joan Chittister (ISBN-13: 978-0802829740)
2. *The Little Book of Gratitude: Create a Life of Happiness and Well-Being by Giving Thanks* by Robert Emmons (ISBN-13: 978-1856753654)
3. *The Way of Tenderness: Awakening Through Race, Sexuality, and Gender* by Zenju Earthlyn Manuel (ISBN-13: 978-1614291251)

### **COURSE WORK/EXPECTATIONS**

Students commit to keeping a gratitude journal and to practicing breath work, mindful movement, and a chosen meditation technique. Each student will participate in creating a group project including an ongoing affiliation with selected trees, one paper or video based on interviews of familial elders, one individual internal GPS presentation, and three reading quizzes.

**Semester:** Spring 2023

**Course Title:** In Search of a Way

**Course Number/Section:** THST 1050.5

**Times/Days:** Tuesday & Thursday 1:45-3:25 pm

**Instructor:** Roy Pereira, S.J., Ph.D.

**Core Area:** FND: Theological Enquiry

**Flagged:** None

**Course Description:**

*In Search of a Way* situates itself in the lives of university students who find themselves in new waters, having left the comfort of their homes & the friendships they developed with their high-school classmates. Just this transition can be stressful. But given that we continue to be in Uncertain Times, the anxiety can be doubled. The pandemic is still amongst us. But there are other social, political, economic uncertainties as well. How does one grow into adulthood during these uncertain times? How do I develop my relationship with others, with God & as importantly with myself? In order to make progress along the path, the pilgrim makes use of received wisdom from the past which can be in the form of religious texts or inspiring autobiographies. Our current context & our own personal life experiences reflected upon also contribute to making this journey memorable. *In search of a Way* focuses on this journey and revolves around it. Through the use of the main text, other readings, songs with meaning, & films, we shall walk closer specifically towards *our way of proceeding*.

**Student Learning Outcomes:**

1. To learn how to reflect on our life experiences & to be able to create a narrative for further growth on the lines of the Catholic & Ignatian tradition. To further learn how to critique such a narrative in a sensitive manner so that we become better versions of ourselves.
2. To learn how to practice the art of ‘*walking the path*’ in various aspects of life, to understand what it means to bring awareness and understanding to such practice, and to consider how such practice can become a means of entering more fully into the life of the world.
3. To engage seriously with the ethical and spiritual meaning of following a way of life—for oneself and for the betterment of the larger community and the cosmos.
4. Examine and evaluate critically the diverse ways in which religious traditions impact personal and social transformation over time.

**Prerequisites/Recommended background:** None

**Required Text:**

Pereira, Roy. *Uncertain Times: Wellness Strategies from the Neuroscience & Ignatius*, 2022.

ISBN: 978-1-95-785200-3 (available at LMU Bookstore)

**Course Work/Expectations:**

Active Participation & Attendance	15%
Weekly Posting on Bright Space	30%
Midterm Presentation	25%
Final Paper	30%

COURSE TITLE: In Search of a Way

COURSE NUMBER/SECTION: THST 1050-06 and THST 1050-07

TIMES/DAYS: TR 9:55-11:35am (section 1), 11:50-1:30pm (section 2)

INSTRUCTOR: Layla Karst

CORE AREA: Foundations: Theological Inquiry

FLAGGED:

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will introduce students to the meaning and significance of spiritual practice in its Christian expression through the study of a variety of practical spiritual traditions from their early historical roots to present-day. Over the semester, we will explore five spiritual ways: the way of discipline, the contemplative way, the way of practical action, the way of beauty, and the prophetic way. Together we will explore the relationship between religious texts, religious practice, and religious belief while exploring the tools Christians have employed on their spiritual journeys of transformation. We will engage these questions through the study of both primary and secondary texts as well as through practical experimentation and reflection.

#### STUDENT LEARNING OUTCOMES

By successfully completing this course, students will (1) be able to identify and describe five spiritual ways that arise out of the Christian tradition, (2) reflect on each of these five ways by *critically interpreting* and *creatively responding* to primary and secondary texts as well as their own embodied practices, (3) explain and analyze the relationship between *religious experience*, *religious practice*, and *religious belief*, and (4) learn to articulate more thoughtfully and precisely the practices and beliefs inherent to your own spiritual journey and that of others.

#### PREREQUISITES/RECOMMENDED BACKGROUND

This course *does not* presume any prior knowledge or experience of Christianity. All are welcome.

#### REQUIRED TEXTS AND MATERIALS (subject to change)

All course readings and materials are available through Brightspace and LMU's Hannon Library collections

#### COURSE WORK/EXPECTATIONS

Course work includes class participation; regular reading; short, frequent quizzes and writing assignments; visits to religious sites in Los Angeles, film screenings, and a final project. Students will also be expected to experiment with a variety of spiritual practices over the course of the semester.



Loyola Marymount University

**In Search of a Way**

Theological Studies 1050: 9

Spring 2023

Instructor: Roy Pereira, S.J., Ph.D.

E-mail: [Roy.Pereira@lmu.edu](mailto:Roy.Pereira@lmu.edu)

*Day(s) & Time TBD*

Office: Malone 201H

**Course Description**

*In Search of a Way* situates itself in the lives of university students who find themselves in new waters, having left the comfort of their homes & the friendships they developed with their high-school classmates. Just this transition can be stressful. But given that we continue to be in Uncertain Times, the anxiety can be doubled. The pandemic is still amongst us. But there are other social, political, economic uncertainties as well. How does one grow into adulthood during these uncertain times? How do I develop my relationship with others, with God & as importantly with myself? In order to make progress along the path, the pilgrim makes use of received wisdom from the past which can be in the form of religious texts or inspiring autobiographies. Both tradition & scripture help to make it easier to define the path that we are on & which very often we keep creating as we move along. Our current context & our own personal life experiences reflected upon also contribute to making this journey memorable. *In search of a Way* focuses on this journey and revolves around it. Through the use of the main text, other readings, songs with meaning, & films, we shall walk closer specifically towards *our way of proceeding*. If one is seeking to benefit from this course, it will call for the student to invest in this journey both academically & personally.

**SEMESTER:** Spring 2023

**COURSE TITLE:** God and the Good: An Introduction to Christian Ethics

**COURSE NUMBER/SECTION:** THST 1060.1 / 1060.2

**TIMES/DAYS:** M/W/F 9:25am-10:35 am (01), 10:50am-12pm (02)

**INSTRUCTOR:** Grace Y. Kao

**CORE AREA:** Foundations: Theological Inquiry

**FLAGGED:** N/A

### **COURSE DESCRIPTION:**

Courses in theological inquiry “raise fundamental questions of existence as these questions are embedded in religious traditions,” with one goal (among many) being for students to learn to appreciate the “intrinsic value of theological inquiry and its relation to meaningful action.”

This course offers an introductory overview to the field of Christian ethics. Students will read diverse selections from classical and contemporary Christian theologians and ethicists about what the enterprise of Christian ethics is and how thinkers go about justifying their claims. Students will especially consider the question who or what Christian ethics is *for*: is it a field of study providing universalistic moral principles and behavioral norms for everyone to follow? Is it an enterprise principally engaged in providing a prophetic critique of the *status quo* in an attempt to transform unjust social structures? Or is it a discipline first and foremost for the church—for forming a people with distinctive virtues, habits, and commitments as followers of Christ? As we explore these three broad—and not necessarily mutually exclusive—strands in or ways of doing Christian ethics, we will also explore how Christian ethics is both similar to and distinctive from other philosophical or religious traditions of moral inquiry. Toward the last portion of the course, students will apply these methodological questions as we critically assess several “hot topic” issues.

### **STUDENT LEARNING OUTCOMES:**

*By the end of the course, students should be able to:*

- 1) Connect key Christian theological claims, both Catholic and Protestant, to what might follow ethically from them
- 2) Describe the four main sources of Christian ethical reflection and the ways they can be—and have been—related to one another
- 3) Compare and contrast Christian ethics as a field of study and mode of practice to (secular) philosophical ethics
- 4) Evaluate the diversity of positions Christians have taken with respect to both methodological and applied ethical questions
- 5) Reach and defend normative judgments about selected ethical issues from a Christian theological standpoint
- 6) Improve in their ability to discuss complex and controversial moral issues with others who may vehemently disagree with them in a respectful, mature, and civil fashion

**PREREQUISITES/RECOMMENDED BACKGROUND:** none

### **REQUIRED TEXTS\*:**

1. \*Samuel Wells and Ben Quash, *Introducing Christian Ethics*, 2<sup>nd</sup> ed. (Malden, MA: Wiley-Blackwell, 2017<sup>[KG1]</sup>);
2. \*Tobias Winwright, ed., *T&T Clark Handbook of Christian Ethics* (New York: Bloomsbury 2021<sup>[KG2]</sup>)

*\*Both required texts are available as e-book through Hannon library; there will be many other required readings that will be made available in PDF on Brightspace*

### **COURSE WORK/EXPECTATIONS:**

Regular attendance & active participation in class | weekly reading & “open book” Brightspace quizzes (unlimited attempts) | weekly asynchronous posts on Teams | one take-home midterm exam (essay responses) | one final group presentation

SEMESTER: Spring 2023

COURSE TITLE: God and the Good: An Introduction to Christian Ethics

COURSE NUMBER/SECTION: THST 1060.3

TIMES/DAYS: Tuesdays/ Thursdays 3:40-5:20

INSTRUCTOR: Jonathan Rothchild, Ph.D.

CORE AREA: Theological Inquiry

FLAGGED: N/A

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces central thinkers, methods, themes, and concepts of Christian Ethics. Students will critically analyze the moral arguments in relation to fundamental questions about theological anthropology (e.g., freedom, agency, responsibility, sin), basic goods and values (e.g., teleology, deontology, virtue theory), theological frameworks (e.g., liberation, feminist, natural law, revisionist) and wider cultural, political, and legal contexts and developments. The course addresses theoretical and practical dimensions of ethics as well as current case studies in the areas of violence and criminal justice, economic issues, and sexual ethics. Students will consider and comparatively evaluate contested moral arguments pertaining to these case studies.

#### STUDENT LEARNING OUTCOMES

- Identify and analyze foundational theological questions (SLO #1);
- Interpret religious texts critically and creatively (SLO # 2);
- Connect ultimate questions to Christian faith and practice (SLO # 3);
- Assess diverse religious approaches and contexts (SLO # 4);
- Appreciate the intrinsic value of theological inquiry and its relation to meaningful action (SLO #5);
- Appreciate the contributions of theological ethics to contemporary moral debates (SLO # 6).

PREREQUISITES/RECOMMENDED BACKGROUND: None

#### REQUIRED TEXTS

- Baldwin, James. *The Fire Next Time*. Vintage-Rescue Edition, 1992.
- Heyer, Kristin. *Kinship Beyond Borders: A Christian Ethic of Immigration*. Georgetown University Press, 2012.
- Hinze, Christine. *Work, Livelihood, and a US Catholic Economic Ethic*. Georgetown University Press, 2021.
- Peterson-Iver, Karen. *Reenvisioning Sexual Ethics: A Feminist Christian Account*. Georgetown University Press, 2022.
- Other readings will be made available via Brightspace.

#### COURSE WORK/EXPECTATIONS

- Reading summaries
- Exams
- Group Presentation
- Final Research Paper

**Loyola Marymount University**  
**Department of Theological Studies**  
**Spring 2023 (4 Units)**

**THST 1080 Comparative Theology: Hinduism, Jainism, and Christianity**

**Instructor:** Abhishek Jain  
**Contact:** (abhishek.jain@lmu.edu)  
**Time:** Section 05  
**Office Hours:** Mondays, Wednesdays, and Fridays 3:05-4:15 PM

**Course Description:**

This course takes a comparative approach to theological inquiry, examining fundamental religious questions in relation to two or three religious traditions (one of them being Christianity). The course emphasizes comparative analysis of primary religious sources and focuses on how diverse religious approaches to questions of ultimate concern might be mutually illuminative. The course also includes interactive encounters with practitioners of the religion under consideration.

**Student Learning Outcomes:**

At the end of this course you will be able to:

1. identify and analyze foundational theological questions;
2. identify and examine major beliefs and practices in Hinduism, Jainism, and Christianity;
3. interpret Hindu, Jain, and Christian sources critically and creatively;
4. connect ultimate questions to Hindu, Jain, and Christian faith and practice;
5. compare Hindu, Jain, and Christian approaches to ultimate questions about self and the world;
6. assess Hindu, Jain, and Christian approaches and contexts;
7. appreciate the intrinsic value of theological inquiry and its relationship to meaningful action;
8. integrate a comparative perspective into one's worldview;
9. value religious diversity.

**Coursework and Expectations**

One unit is defined by LMU as a minimum of 3 hours of work by an average student per week for a 15-week semester. Because being a college student is the equivalent of a full-time job, this 4-unit course should average a minimum of 12 hours of work a week and a total of 180 hours of work for the semester (inclusive of class contact time). This means that your time spent outside of the classroom including reading, studying, writing, discussing with friends, and visiting field sites will average 9 hours of work per week.

**Required readings:**

Joyce Burkhalter Flueckiger 2015. *Everyday Hinduism*  
Paul Dundas 2002. *The Jains*  
Jack Miles 2020. *Religion As We Know It: An Origin Story*

SEMESTER: Spring 2023  
COURSE TITLE: Comparative Theology: Buddhism and Christianity  
COURSE NUMBER/SECTIONS: THST 1080.01 and 02  
TIMES/DAYS: TR 9:55 – 11:35am and 11:50am – 1:30pm  
INSTRUCTOR: Karen B. Enriquez, Ph.D.  
CORE AREA: Theological Inquiry  
FLAGS: None

### **COURSE DESCRIPTION**

Understanding theology as a *mutual critical dialogue between faith and daily life*, this course is designed to enter students into dialogue with Buddhism and Christianity, tracing them through their historical development and seeing how historical, social and cultural circumstances have influenced the theological interpretation of sacred texts as well as religious beliefs and practices. We will also look at some of the ways that each tradition gives expression to ethical action in daily life, and how it relates to spiritual practices.

A number of questions will accompany us throughout the semester: What are the Buddhist and Christian worldviews? How do they answer questions such as: Who am I? Why am I here? What is the purpose of life? Why do we suffer? How do specific human circumstances (socio-economic status, gender, race, etc.) challenge these traditions, and how are the teachings of these traditions re-interpreted in light of these circumstances? Moreover, with a comparative approach to theological inquiry, the course emphasizes the comparative analysis of primary religious sources including lived experience that centers on the voices of those who are marginalized and oppressed. It will focus on how diverse religious approaches to ultimate questions might be mutually illuminative. Hence, another question we will explore is how dialogue between the two religions pose questions for each other as they are studied together? What are the challenges and promise of comparative learning? Furthermore, how might this dialogue shed light upon one's own assumptions, one's own understanding of life and what it means to be human – especially in a world that can be experienced as inhuman?

### **STUDENT LEARNING OUTCOMES**

1. Identify and analyze foundational theological questions including how such questions arise from the specific contexts of persons and communities.
2. Identify and examine major beliefs and practices in Buddhism and Christianity
3. Interpret Buddhist and Christian sources critically and creatively including paying attention to whose voices are represented within these traditions.
4. Connect ultimate questions to Buddhist and Christian faith and lived practice.
5. Compare Buddhist and Christian approaches to ultimate questions about self and the world, including issues of power and privilege.
6. Appreciate the intrinsic value of theological inquiry and its relationship to meaningful action
7. Integrate a comparative perspective into one's worldview
8. Value religious diversity and complexity

**PREREQUISITES/RECOMMENDED BACKGROUND:** None

### **REQUIRED TEXTS**

- Damien Keown, *Buddhism: A Very Short Introduction* (Oxford University Press, 2013).
- Thich Nhat Hanh, *Living Buddha, Living Christ: 20<sup>th</sup> anniversary edition* (Riverhead Books, 2007)
- Jan Willis, *Dreaming Me: Black, Baptist, and Buddhist – One Woman's Spiritual Journey* (Wisdom Publications, 2008)
- Other required readings will be available on Brightspace

### **COURSE WORK/EXPECTATIONS**

Class Discussions/Active Participation  
Two exams

Reflection/Analysis Papers  
Final Paper

SEMESTER: Spring 2023

COURSE TITLE: **Comparative Theology**

COURSE NUMBER/SECTION: 1080.03 & 1080.04

TIMES/DAYS: MWF 12:15-1:25 & 1:40-2:50

INSTRUCTOR: Nirinjan Khalsa

CORE AREA: Theological Inquiry

COURSE DESCRIPTION/PRINCIPAL TOPICS

Sikhi began in Northern India in 1469 with its founder Guru Nanak and continued with a succession of *Gurus* (enlightened teachers) who promoted equality, selfless service, and religious freedom. Sikhism continues to thrive today and is considered the 5th largest religion with Sikhs (lit. students) now living throughout the world. Sikhs are most notable by their turbans representing their brotherhood as warrior-saints who defend religious freedom and justice. This course will take a comparative approach to theological inquiry, probing fundamental concepts within Sikhi in dialogue with Christianity. The main focus of the course will be to highlight central ideas and ask how they contribute to their world-view and ethical outlook. This course will give you the tools to think critically about religious diversity, engage in interreligious dialogue and incorporate a comparative perspective into your worldview.

STUDENT LEARNING OUTCOMES

- Identify and analyze foundational theological questions.
- Identify and examine major beliefs and practices of Sikh in dialogue with Christianity.
- Interpret sources critically and creatively.
- Connect ultimate questions to Sikh and Christian faith and practice.
- Compare Sikh and Christian approaches to ultimate questions.
- Assess Sikh and Christian approaches and contexts.
- Appreciate the intrinsic value of theological inquiry and its relation to meaningful action.
- Integrate a comparative perspective into one's worldview.
- Value religious diversity.

PREREQUISITES/RECOMMENDED BACKGROUND: N/A

REQUIRED TEXTS: Anthony de Mello, *The Way to Love*

(References: The following texts will be made available via e-books and as .pdf copies on Brightspace:

Christie, Douglas *The Blue Sapphire of the Mind*

Eck, Diana *Encountering God*

Fredericks, James *Faith Among Faiths*

Mandair, Arvind-pal Singh *Sikhism: A Guide for the Perplexed*

Martin SJ, James *The Jesuit Guide to (Almost) Everything*

Massaro SJ, Thomas *Living Justice*

Shackle and Arvind Mandair, Christopher *Teachings of the Sikh Gurus*)

COURSE WORK/EXPECTATIONS

Be prepared to critically engage with the course materials both inside and outside of the classroom through weekly practices, journal reflections, quizzes and a final project.

SEMESTER: Spring 2023

COURSE TITLE: Comparative Theology (Course Theme: 'Death & the Meaning of Life')

COURSE NUMBER/SECTION: THST 1080.06

TIMES/DAYS: MWF 12:15pm-1:25pm

INSTRUCTOR: Dr. Christopher A. Daily

CORE AREA: FND: Theological Inquiry

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

In this course, we will explore diverse notions of the meaningful life and the good death through the analysis of different global religious beliefs and practices of living, dying, and death (including voluntary death, martyrdom, and sacrifice), as well as rites of mourning and commemoration. In studying a religion's theology of death, students will also come to understand a religious system's theory about the meaning and purpose of life and how to live a good life. At the end of the course students will have gained a comprehensive understanding of the complex variety of death practices and of the symbolism of death and the meaning and purpose of life in many major religious traditions. Religions covered in the course include Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianities, and Islam.

#### STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will come to understand:

- a) many religious ways of explaining life, death, dying, and the afterlife (particular religions covered include Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese religions);
- b) the influence a culture's theory of death has upon its living people and institutions;
- c) how the rise of science has failed to displace core religious understandings of life and death;
- d) the basic tools and approaches used in the academic study of theology and religions;
- e) the many ways of living (and dying) in this world other than our own;
- f) and, given that all of the religious systems covered in the course can be found in southern California, you will also grow to appreciate how these core ideas lead to alternate living and dying experiences amongst LMU's neighbors. This insight will provide you with a new vision of the multicultural landscape of Los Angeles.

#### PREREQUISITES/RECOMMENDED BACKGROUND

No prior study of theology or religion is necessary.

#### REQUIRED TEXTS

The course will make use of readings from a wide array of primary sacred texts, as well as excerpts from supporting secondary scholarly studies. All course readings are uploaded to Brightspace.

#### COURSE WORK/EXPECTATIONS

1. 40% Examinations (one Midterm Exam and one Final Exam, worth 20% each)
2. 30% Learning Journal (reflective entries are written throughout the semester)
3. 20% Final Comparative Essay
4. 10% Class Preparedness and Participation

SEMESTER: Spring, 2022

COURSE TITLE: World Religions in Los Angeles

COURSE NUMBER/SECTION: THST 1500.01 & THST 1500.02 (Crosslisted as JWST 1998.01 & .02)

TIMES/DAYS: Section .01 MWF 8:00 – 9:10 AM; Section .02 MWF 9:25 AM—10:35 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, Judaism, Christianity, and Islam, and other current religious trends. 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.

**STUDENT LEARNING OUTCOMES:**

At the end of this course students will 1) be able to identify the major beliefs, practices and history of several major religious traditions; 2) examine the complex historical, political, economic, and social context of religion in Los Angeles; 3) illustrate how religious communities negotiate internal and external systems of religious, racial, ethnic, and gendered power; 4) appreciate diverse perspectives and approaches to religion; and 5) demonstrate that they can think both empathetically and critically about conflicting religious claims. 6) Additionally, through class participation and written assignments students will 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]

Roy C. Amore, Amir Hussain, and Willard G. Oxtoby, editors. *A Concise Introduction to World Religions, Fourth Edition*. Toronto: Oxford University Press, 2019. ISBN13: 9780190919023

*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:**

**10%** Class Attendance & Participation

**10%** Group Presentations

**40%** Written Assignments (four reflection papers)

**20%** Mid-Term Exam (On Western Traditions, Indigenous traditions, and introductory topics)

**20%** Final Exam (On Eastern Traditions and New Religious Movements)



**SEMESTER:** SPRING 2023

**COURSE TITLE:** Introduction to the Qur'an

**COURSE NUMBER/SECTION:** THST 1998 01

**TIMES/DAYS:** MW 8:00–9:40

**INSTRUCTOR:** Prof. Saqib Hussain

**CORE AREA:** Theological inquiry

**FLAGGED:** N/A

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course is an introduction to the Qur'an. It starts with an historical background to the Qur'an, its canonical layout, the typical structure of its chapters (= surahs), and an introduction to the Islamic exegetical tradition. We then look at the Qur'an's intertextual engagement with various biblical traditions. We will consider the textual transmission of the Qur'an, and its significance in Muslim practice. We end by examining several qur'anic theological and legal issues.

**STUDENT LEARNING OUTCOMES**

At the end of this course students will: 1) demonstrate knowledge of the basic structure of the Qur'an, its historical background, and its interpretive traditions; 2) demonstrate an understanding of the Qur'an's theology, legal content, narrative content, and genres; 3) demonstrate that they can engage both empathetically and critically with conflicting religious claims; 4) through class participation and written assignments improve their verbal and written skills.

**PREREQUISITES/RECOMMENDED BACKGROUND**

None

**REQUIRED TEXTS**

Carl W. Ernst, *How to Read the Qur'an: A New Guide, with Select Translations* (Chapel Hill, The University of North Carolina Press, 2011).

**COURSE WORK/EXPECTATIONS**

- Weekly readings
- Weekly quizzes
- Written midterm exam
- Written final exam