

Culture, Art and Technology 1 – Fall 2015

The Bible and Western Civilization

Professor William H. C. Propp

The Bible is the core artifact of Western Culture. Not just our diverse religious beliefs and practices, but our common ethics, our contending schools of philosophy and our cherished works of art may be described as reactions to this eclectic anthology of sources in ancient Hebrew, Aramaic and Greek.

The course introduces students to the origins of alphabetic technology in the Near East and its effect on the formation of biblical literature. It then demonstrates the Bible's influence on subsequent religions, philosophies, arts and social movements, from ancient Judea to contemporary America, as the text was universally disseminated, first by the labor of anonymous scribes and translators, and eventually through the new technologies of print and digital media. Topics include: the invention of writing; the formation of the biblical canon; early Christianity; the interaction between the Bible and Greek philosophy; the influence of the Bible on the fields of geography, astronomy, geology and biology; the oratorios of George Frideric Händel, the European painting tradition; Elizabethan drama; the novels of John Steinbeck; the contemporary Christian publishing business; and American constitutional law, specifically in the areas of civil rights and the separation of church and state.

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Readings: In addition to the required textbooks, some readings will be on websites linked to this syllabus, others will be posted on e-reserves through the Library website (<http://libraries.ucsd.edu/resources/course-reserves/>) (designated below **ER**), or held in a physical copy at the Geisel reserves desk (designated below **R**). **NEITHER THE UNIVERSITY OF CALIFORNIA NOR YOUR INSTRUCTOR ENDORSES OR ADVOCATES ANY PRODUCTS OR CREEDS ADVERTISED ON THE INTERNET. WE'RE JUST TRYING TO KEEP YOUR COSTS DOWN!** There are also four required textbooks, which you may procure at the campus bookstore or on your own (actually we will only use the first three, but you will need the fourth for the rest of CAT):

1. Michael D. Coogan, ed., *The New Oxford Annotated Bible – New Revised Standard Version With The Apocrypha* (Oxford University Press, 2010). Because the book is so thick and the font so small, you may wish to procure the e-version; page numbers on

the syllabus, however, refer to the printed, paperback edition. (If you use the e-version, see end of syllabus for finding the assigned readings.) Unless indicated otherwise below, you are responsible only for the biblical translation itself, not the book introductions or footnotes.

2. Kyle Keefer, *The New Testament as Literature: A Very Short Introduction* (Oxford University Press, 2008)

3. Elizabeth Losh, Jonathan Alexander, Kevin Cannon & Zander Cannon, *Understanding Rhetoric* (Bedford/St. Martin's Press, 2013).

4. Andrea Lunsford, *Easy Writer* (Bedford/St. Martin's Press, 2010)

Evaluation/Assignments: Your grade has numerous components, so that isolated lapses will not necessarily have major consequences.

1. Lecture Attendance/Participation (10 x 1% = 10%). Approximately once a week, unannounced, you will do an in-class writing assignment. If you miss lecture, you will receive no credit. (See below for exceptions.)

2. Section Attendance/Participation (10 x 1% = 10%). You must attend every section having done the readings and having thought about the questions on the syllabus in advance. Bring notes and be prepared to cite specific readings; merely showing up is insufficient. *If you must miss lecture or section due to illness or calamity, you must inform your TA beforehand, and promptly submit documentation of said illness or calamity. Stay in touch!*

3. Blog/Journal (10 x 2% = 20%). By midnight every Friday (excluding 9/25 and 11/27) and by midnight on Wednesday 11/25, you must submit electronically via TED a ca. 300-word mini-essay. Topics come from the REQUIRED THINKING suggestions below—choose only one, and make it the first line or paragraph of your mini-essay so we know what you're talking about. These exercises do not require research or citations, but to receive full marks they must be coherent and well written. Opinions are fine *as long as they are buttressed by arguments*. N.B.: Because this is a short assignment, the narrower the topic the better (see below). See further below for grading criteria.

*Appended to this entry must be a list of **ten new words** you learned from the week's readings, along with a brief definition. Indicate the reading and page where the word is found. To solidify your learning, try to use these new words in your class writing. (This last sentence is a suggestion not a requirement.)*

4. Midterm Paper (25%). Expand a blog/journal entry from weeks 1 and 2 into a 1200-1500-word essay. The rough draft is due at the end of week 3 (**10/16 in lecture in hard**

copy, midnight via TED/Turnitin.com); your TA will make suggestions in week 4; your final draft will be due at the end of week 5 (**10/30 in lecture in hard copy; by midnight via Turnitin.com**). Unexcused lateness on either deadline will be penalized by ½ letter grade per day; **failure to submit a rough draft entails failing the entire midterm paper assignment**. In this paper you must cite specific evidence from assigned readings; do not cite other sources. Do not include a bibliography, but you must provide end- or footnotes referring by page to course readings. Citation format is up to you, just be consistent. *Because this is still a short assignment, but with higher expectations, the narrower the topic the better!* (Cf. Losh and Alexander on “Manageable Tasks.”)

5. Final Exam (35%). Identify major thinkers and artists studied in this course, and write short essays synthesizing specific themes. Further guidance will be provided in week 10.

WEEK ZERO

1.Course Introduction; the Ubiquitous Bible 9/25

REQUIRED READING: Emails from the Sixth College administration and your adviser.

REQUIRED THINKING: What do I hope to get out of college? Out of this course?

RECOMMENDED READING: Katie B. Edwards, *Admen and Eve* (2012), vii-ix, 127-138
ER

WEEK ONE

2.The Bible as Artifact and Commodity 9/28

ON YOUR OWN: Learn the meaning of the following terms if you don't already know them: Bible, Christianity, Western Civilization, St. Jerome, Vulgate, Catholicism, Renaissance, Protestant Reformation, Martin Luther, Johannes Gutenberg, Enlightenment, Modernity (as historians use the term). Find and review an on-line timeline/survey of Western Civilization, becoming familiar with the standard periodization system.

REQUIRED READING:

1.Randall Balmer, *Mine Eyes Have Seen the Glory* (Oxford University Press, 2006), 193-208 **ER**

2.Jonathan Sheehan, *The Enlightenment Bible* (Princeton University Press, 2005), ix-xi **ER**

3. Michael C. Legaspi, *The Death of Scripture and the Rise of Biblical Studies* (Oxford University Press, 2010), vii-viii **ER**

REQUIRED THINKING: What connects the readings by Balmer and Sheehan/Legaspi? (Hints: invention of printing, spread of literacy, translation of the Bible from Latin into modern languages, capitalism, Protestant advocacy of Bible reading)

3. The History of Writing and the Writing of History - From Tablet to Scroll to Codex to Tablet 9/30

ON YOUR OWN: If you haven't already studied them, learn about the ancient Egyptian and Mesopotamian civilizations and their writing systems: hieroglyphics and cuneiform.

REQUIRED READING:

1. Jack Goody & Ian Watt, "The Consequences of Literacy," *Comparative Studies in Society and History* 5 (1963): 304-345. <http://worrydream.com/refs/Goody%20-%20The%20Consequences%20of%20Literacy.pdf>

2. Robin Phillips, "Scripture in the Age of Google," *Touchstone* (2012). <http://www.touchstonemag.com/archives/article.php?id=25-04-040-f>

3. Elisabeth Losh, Jonathan Alexander et al., *Understanding Rhetoric* (Bedford/St. Martin's 2013), 68-111

REQUIRED THINKING: What does an individual lose when (s)he becomes literate? What does a society lose? What are the advantages to the individual and to society? How does the post-digital revolution resemble the state of preliteracy? How does it represent the triumph of literacy?

OPTIONAL READING: John Halverson, "Goody and the Implosion of the Literacy Thesis," *Man* 27 (1992): 301-317. http://www.jstor.org/stable/2804055?seq=1#page_scan_tab_contents

4. Biblical Origins 10/2

ON YOUR OWN: Refamiliarize yourself with Middle Eastern geography. Compare a modern map with *NOAB* maps 3, 7, 8, 10, 13.

REQUIRED READING:

1. Genesis chaps. 1-11 (text only, not footnotes)

2.Thomas C. Foster, *How to Read Literature Like a Professor* (Harper Perennial, 2014), 100-108 **ER**

REQUIRED THINKING: How did the tribal composition of ancient Israelite society influence their world view? Consider the role of genealogy. What important cultural practices are explained in these chapters? What equally important practices are assumed or ignored? Could you draw a picture of the world as described in the text? As we read through the Bible, pay attention to contradictions and duplications—they will be discussed later.

RECOMMENDED READING: *NOAB* 3-11, the footnotes to Genesis 1-11

*WEEK 1 SECTION DISCUSSION: What does Sheehan's first paragraph mean (reading from class 2)? Do you agree? What was revolutionary about the "secular/cultural/academic/critical" approach to the Bible; how did it differ from a "religious/scriptural/spiritual/confessional" approach? Can and should we teach about the Bible in the U.C.? If so, how? **Why did you sign up for this course, and what do you hope to learn?***

WEEK TWO

5.Israelite Ancestors 10/5

ON YOUR OWN: Learn the meaning of English "covenant" and "testament."

REQUIRED READING: Genesis chaps. 12-33 (text only)

REQUIRED THINKING: Follow Abraham's migrations on a map. What is a covenant in the biblical sense? How would you describe the personalities of Abraham, Sarah, Isaac, Rebekah, Jacob and Esau—and God? How does the Genesis narrative create suspense? What is the relationship between suspense and religious faith?

RECOMMENDED READING: *NOAB* footnotes

6.Into, In, and Out of Egypt 10/7

ON YOUR OWN: Research the etymology and modern usages of "exodus."

REQUIRED READING: Genesis chaps. 37-50; Exodus chaps. 1-15, 19-20, 32, 40; Numbers 13-14; Deuteronomy chaps. 5-6

REQUIRED THINKING: Notice how, since Genesis 1, the Bible treats the passage of time. How do the protagonists (Joseph, Moses, Pharaoh, God) undergo character development? How would you characterize God and the Israelites? What is the Tabernacle for?

RECOMMENDED READING: the footnotes, *NOAB* 81-83, 141-143, 185-188, 247-249

7. Israel in Canaan 10/9

ON YOUR OWN: Learn the different usages of “Canaan,” “Israel,” “Palestine,” “Israeli,” “Israelite.”

REQUIRED READING:

1. “Bible: the Old Testament.”

<http://www.sparknotes.com/lit/oldtestament/summary.html>

2. Deuteronomy chaps. 31, 34; Joshua chaps. 1-6

3. *NOAB* 2234-2247, 316-317

REQUIRED THINKING: How do the differing geography and climate of Egypt and Canaan explain what happens in Genesis? What parts of the biblical narrative are confirmed by archaeology? What parts are not confirmed?

RECOMMENDED READING: the books of Judges, 1-2 Samuel, 1-2 Kings

WEEK 2 SECTION DISCUSSION: Can we apply modern genre labels to the Bible: e.g., “history,” “science,” “anthropology,” “mythology,” “fiction”? Does the “omniscient narrator” point of view make it more or less credible as history? How does regarding the Bible as ancient Israelite literature, as opposed to God’s message to all humanity, affect our response to and understanding of Scripture? What questions do we ask of the text, and what answers do we hope to find?

WEEK THREE

8. How the Bible Was Produced, the Early Stages 10/12

ON YOUR OWN: Learn the meaning of “canon,” “redact,” “Documentary Hypothesis.”

REQUIRED READING: *NOAB* 4-6, 313-316, 2185-2189

REQUIRED THINKING: How reliable is our knowledge of how the books of the Bible were composed and canonized? What are areas of uncertainty? (Is uncertainty bad?) As with the theory of evolution, modern theories of biblical composition are rejected by religious conservatives, on the one hand, and touted by skeptics, on the other, while many try to find a middle ground. Why are these theories threatening to religion? Should they be?

RECOMMENDED READING: Richard Elliott Friedman, "Torah," *The Anchor Bible Dictionary* (Doubleday, 1992), vol. VI, pp. 605-622 **ER**

9. The End of Days? 10/14

ON YOUR OWN: Learn the etymology and usages of the terms "apocalyptic" and "eschatology." Who are the Jews?

REQUIRED READING:

1. Revelation chaps. 4-11, 16, 20-21; Matthew chaps. 1-2; Luke chaps. 1-6; Matthew chap. 5; Luke chaps. 7-24; Matthew chap. 23

2. Leila Leah Bronner, "The Jewish Messiah – A Historical Perspective." <http://www.bibleandjewishstudies.net/articles/jewishmessiah.htm> (the section on "Modern Trends" is optional)

3. Keefer, *The New Testament as Literature*, 12-45, 74-86

REQUIRED THINKING: What are some differences between the Gospels of Matthew and Luke? Are they "contradictions" or something else? What is missing from Bronner's article on Jewish Messianism? Why did the Romans execute Jesus?

10. The Good News 10/16

ON YOUR OWN: Know the derivation and usages of these terms: "disciple," "apostle," "gospel," "evangelical," "epistle," "circumcision," "kosher," "Pharisee," "rabbi," "Stoic." Who was Constantine, when did he live, and why was he important to the history of Christianity?

REQUIRED READING:

1. *NOAB* 1919-1921

2. Acts chaps. 1-2, 5:12-42, 8:1-3, 9:1-30, chap. 10, 17:16-33, 19:21-40, 21:1-23:22; Romans, First Corinthians chaps. 1-7, 12-15; Second Corinthians chaps. 1-4, 10-13; Ephesians chaps. 4-6; First Thessalonians chaps. 4-5

3. *NOAB* 2189-2191

4. Keefer, *The New Testament as Literature*, 45-47, 54-73

REQUIRED THINKING: Who was the founder of Christianity? Was Christ a Christian? What was your impression of Paul the man before and after reading Keefer? Which of his letters most profoundly affected Christian theology and ethics?

How and why did Christianity go from being a Jewish sect to a popular religion in the Roman Empire? What religions competed with Christianity? Why, historically, has anti-Judaism/anti-Semitism been far more endemic to the Christian world than to the Muslim world?

RECOMMENDED READING: "Messiah."

<http://www.jewishencyclopedia.com/articles/10729-messiah>

WEEK 3 SECTION DISCUSSION: *Library tour; meet at Geisel.*

WEEK FOUR

11.The Whole Bible 10/19

ON YOUR OWN: Learn the original meanings of "sacrament," "Eucharist," "baptism," "Trinity." What are "Hellenism," "Hellenistic Judaism," the "Septuagint" and "Midrash"? Who was Philo of Alexandria? What is Christian "typology"?

REQUIRED READING:

1.Keefer, *The New Testament as Literature*, 90-104

2.NOAB 2189-2191, 2204-2208

3."Jesus Foretold of in Old Testament Scripture."

<http://biblestudysite.com/foretold.htm>

4.Donald H. Juel, "Interpreting Israel's Scriptures in the New Testament," *A History of Biblical Interpretation* (ed. Alan J. Hauser and Duane F. Watson; William B. Eerdmans, 2003), 283-303 **ER**

REQUIRED THINKING: In what ways is the Christian Bible coherent, in what ways incoherent? Why do New Testament authors so frequently refer to or directly quote the Old Testament? Why did some early Christians ("heretics") want to drop the Hebrew Scriptures entirely, while others ("orthodox") did not?

RECOMMENDED READING: The Letter to the Hebrews

12.Athens and Jerusalem 10/21

ON YOUR OWN: What does "revelation" mean? Who were Plato and Aristotle? What does Greek "Logos" mean? What was Neoplatonism? Who were the Gnostics?

REQUIRED READING:

1.Keefer, *The New Testament as Literature*, 47-53

2. Jay Williams, "The Gospel According to John (or is it Ch'an?)." <http://www.bibleinterp.com/articles/gospel.shtml>

3. Henry Chadwick, "St. Paul and Philo of Alexandria" (1966). <https://www.escholar.manchester.ac.uk/api/datastream?publicationPid=uk-ac-man-scw:1m2892&datastreamId=POST-PEER-REVIEW-PUBLISHERS-DOCUMENT.PDF>

REQUIRED THINKING: Why did early Christian thinkers use the concepts and methods of pagan philosophy to understand Christ and Scripture? Can you think of a modern-day analogy?

RECOMMENDED READING: Ronald Hendel, *The Book of Genesis – a Biography* (Princeton University Press, 2013), 83-103 **R**

13. Revelation and Reason 10/23

ON YOUR OWN: What were Manichaeism, Scholasticism? Who were Origen, St. Augustine, Averroes, Maimonides and St. Thomas Aquinas?

REQUIRED READING:

1. NOAB 2213-2218

2. William Yarchin, *History of Biblical Interpretation* (Hendrickson Publishers, 2004), 70-75 **ER**

3. St. Augustine, *Confessions* Introduction; 5.iii.3-6; 6.v.7; 7.ix.13-14, xiv.20-xv.21 <http://faculty.georgetown.edu/jod/augustine/conf.pdf>

4. St. Augustine, *City of God* V.10; VIII.4-11; X.2, 29; XII.18; XIII.16-18, 21; XV.26-27; XVI.2, 9, 42; XVII.7-8; XVIII.37; XX.4-7; XXII.11-17, 19. https://en.wikisource.org/wiki/The_City_of_God

5. Tina Beattie, "Thomas Aquinas, part 1," *The Guardian* (2012). <http://www.theguardian.com/commentisfree/belief/2012/jan/30/thomas-aquinas-modernity>

6. Tina Beattie, "Thomas Aquinas, part 3," *The Guardian* (2012). <http://www.theguardian.com/commentisfree/belief/2012/feb/13/scripture-reason-god-thomas-aquinas>

7. Tina Beattie, "Thomas Aquinas, part 4," *The Guardian* (2012). <http://www.theguardian.com/commentisfree/belief/2012/feb/20/thomas-aquinas-world-begin>

8. Tina Beattie, "Thomas Aquinas, part 5," *The Guardian* (2012).
<http://www.theguardian.com/commentisfree/belief/2012/feb/27/thomas-aquinas-what-does-it-mean-to-be-human>

9. Tina Beattie, "Thomas Aquinas, part 8," *The Guardian* (2012).
<http://www.theguardian.com/commentisfree/belief/2012/mar/19/thomas-aquinas-today>

10. Thomas Aquinas, "The Mode of Creation," *New Things and Old in Saint Thomas Aquinas* (1909), 209-214 [these are page numbers in the book, not screen pages on your computer]

<https://ia801609.us.archive.org/22/items/FromSaintThomasAquinasSelectedWritings/From%20Saint%20Thomas%20Aquinas-selected%20writings.pdf>

REQUIRED THINKING: How did Greek philosophy influence the basic tenets of Christianity? Are you personally more Platonist or Aristotelian? What conditions enabled the Greek philosophical tradition to cross the boundaries between Muslim, Jewish and Christian scholarship in the Middle Ages?

RECOMMENDED READING:

1. "Saint Augustine," *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/augustine/#Aca>

2. "Saint Thomas Aquinas," *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/aquinas/>

3. "Maimonides," *The Stanford Encyclopedia of Philosophy*.
<http://www.iep.utm.edu/maimonid/>

4. David B. Burrell, "Thomas Aquinas and Islam" (2004).
<http://brandon.multics.org/library/misc/burrell2004thomas.pdf>

WEEK 4 SECTION DISCUSSION: What was the early Jewish concept of "Messiah"? (Many rabbinic beliefs are probably older than the Talmud and thus contemporary with Jesus; others possibly emerged in response to Christianity.) How did Jesus fit messianic expectations, and how did he differ? (Note that, while Revelation is a Christian work, it draws heavily on older Jewish apocalyptic traditions.) How was Paul rethinking the Judaism of his time? Why does the New Testament say so little about social reform? (As we will see later, most passages Christians quote about social justice come from the Old Testament.)

WEEK FIVE

14. Born Again 10/26

ON YOUR OWN: What does the term “Renaissance” literally mean? What was Humanism? What are philology and textual criticism? What is textual corruption and emendation? Who were Lorenzo Valla and Erasmus of Rotterdam? Who were the main leaders of the early Reformation? What does the Latin phrase *sola scriptura* connote? Who was William Tyndale? What was the King James Bible?

REQUIRED READING:

1. Jerry H. Bentley, *Humanists and Holy Writ* (Princeton University Press, 1983), 32-41, 66-69 **ER**

2. “Desiderius Erasmus,” *The Catholic Encyclopedia*.
<http://www.newadvent.org/cathen/05510b.htm>

3. John L. Flood, “Martin Luther’s Bible Translation in its German and European Context,” *The Bible in the Renaissance* (ed. Richard Griffiths; Ashgate, 2001), 45-63 **ER**

4. Michael C. Legaspi, *The Death of Scripture and the Rise of Biblical Studies*, 10-18 **ER**

REQUIRED THINKING: How did the Reformation affect European history? In what ways did the Renaissance and Reformation mark the start of a “modern” approach to Scripture? What was the role of technology?

RECOMMENDED READING:

1. *NOAB* 2218-2221

2. Ronald Hendel, *The Book of Genesis – a Biography* (2013), 110-144 **R**

15. The Bible and Cosmology 10/28

ON YOUR OWN: What is “cosmology”? What do “geocentric” and “heliocentric” mean? Who were Christopher Columbus, Nicolas Copernicus, Galileo Galilei? What were the Council of Trent and the Counter-Reformation?

REQUIRED READING:

1. Jeffrey Burton Russell, *Inventing the Flat Earth* (Praeger, 1991), 13-23 **ER**

2. Christopher Columbus, *Libro de las Profecias* (ed. Delmo C. West & August Kling; University of Florida Press, 1991), 1-5, 105, 107, 109, 111, 113 **ER**

3. Richard J. Blackwell, *Galileo, Bellarmine, and the Bible* (University of Notre Dame, 1991), 5-6, 9, 11-12, 32-34, 60-61, 68-69, 165-169, 195-201 **ER**

REQUIRED THINKING: Consider the role of Scripture and religion in both encouraging and discouraging exploration and discovery. Do we still encounter moral/religious constraints on free thought? Come up with examples, including cases where you, too, might limit free exploration and/or expression.

RECOMMENDED READING: All of *Galileo*, *Bellarmino*, and *the Bible* **R**

16. Attaining Enlightenment 10/30

ON YOUR OWN: Who were Thomas Hobbes, Baruch/Benedict Spinoza, David Hume, and Thomas Jefferson? What was the American Revolution?

REQUIRED READING:

1. David J. B. Trim, "The Reformation and Wars of Religion," "The European Holy Wars," *Liberty* (2010) <http://www.libertymagazine.org/article/the-reformation-and-wars-of-religion>

2. David J. B. Trim, "The European Holy Wars," *Liberty* (2010) <http://www.libertymagazine.org/article/the-european-holy-wars>

3. Thomas L. Pangle, "A Critique of Hobbes's Critique of Biblical and Natural Religion in *Leviathan*," *Jewish Political Studies Review* 4 (1992): 31-34. <http://jcpa.org.previewdns.com/wp-content/uploads/2012/11/critique-of-hobbes.pdf> (responsible for pp. 31-34 only)

4. "Spinoza," William Yarchin, *History of Biblical Interpretation* (2004), 195-207

5. David Hume, *An Enquiry Concerning Human Understanding*, Section X, "Of Miracles," part I. <http://www.davidhume.org/texts/ehu.php#E10> (pages SBN 109-116)

6. Owen Edwards, "How Thomas Jefferson Created his own Bible." <http://www.smithsonianmag.com/arts-culture/how-thomas-jefferson-created-his-own-bible-5659505/?no-ist>

REQUIRED THINKING: What is the relationship between religious authority, biblical interpretation, and the rise of the European nation state? How did Hobbes, Spinoza and Hume contribute to the formation of our conceptual world?

RECOMMENDED READING:

1. Jonathan Sheehan, *The Enlightenment Bible* (2005), 96-105 **ER**

2. Richard Popkin, "Spinoza and Bible Scholarship," *The Cambridge Companion to Spinoza* (ed. Don Garrett; Cambridge University Press, 1996), 383-407

3. Daniel J. Elazar, "Hobbes Confronts Scripture," *Jewish Political Studies Review* 4.2 (1992): 3-24. <http://www.jstor.org/stable/pdf/25834239.pdf?acceptTC=true>

WEEK 5 SECTION DISCUSSION: Whether we take the whole Christian Bible on its own terms or also attempt to reconcile it with secular philosophy, do you see a tension between faith and reason? Does faith need reason? Does reason undermine faith? Is the greatest faith one that defies reason? In the past and present, has the synthesis of Christianity and Greek philosophy strengthened both, or undermined both?

WEEK SIX

17. The Death of God 11/2

ON YOUR OWN: What was the French Revolution? What were its ideals? Who was Napoleon Bonaparte? What was Romanticism? What was nineteenth-century Nationalism? Who were Georg Wilhelm Friedrich Hegel, David Friedrich Strauss, Friedrich Nietzsche, Julius Wellhausen and Karl Marx? What were Nietzsche's views on religion?

REQUIRED READING:

1. Marcus Borg, "David Friedrich Strauss: Miracle and Myth."

<http://www.westarinstitute.org/resources/the-fourth-r/david-friedrich-strauss/>

2. Horton Harris, *David Friedrich Strauss and his Theology* (Cambridge University Press, 1973), 41-47, 274-284

3. Friedrich Nietzsche, *The Gay Science* aphorisms 125, 343-347

http://nietzsche.holtof.com/Nietzsche_the_gay_science/the_gay_science.htm

4. Dylan Jaggard, "Nietzsche's *Antichrist*," *Oxford Handbook of Nietzsche* (ed. Ken Gemes & John Richardson; Oxford University Press, 2013), 344-362

REQUIRED THINKING: What is the relationship between biblical studies, philosophy and political developments such as democracy and nationalism in nineteenth-century Europe?

RECOMMENDED READING:

1. Jaco Gericke, "The Hebrew Bible in Nietzsche's Philosophy of Religion," *Journal for Semitics* 20.2 (2011): 445-469.

http://www.academia.edu/1494226/The_Hebrew_Bible_in_Nietzsches_philosophy_of_religion

18. The Genesis of Life on Earth 11/4

ON YOUR OWN: Who were Charles Lyell and Charles Darwin, and what were their important ideas? What is the distinction between Evolution and Natural Selection?

REQUIRED READING:

1. Martin J. S. Rudwick, "The destruction of creationism: How the search for the beginning of time sparked a scientific revolution."

http://www.salon.com/2015/01/04/the_destruction_of_creationism_how_the_search_for_the_beginning_of_time_sparked_a_scientific_revolution/

2. Lawrence Badash, "The Age-of-the-Earth Debate," *Scientific American* 261 (1989): 90-96. http://www.es.ucsc.edu/~pkoch/EART_206/09-0108/Badash%2089%20SciAmer.pdf

3. Martin J. S. Rudwick, "The Shape and Meaning of Earth History," *God and Nature* (ed. David C. Lindberg & Ronald L. Numbers; University of California Press, 1986), 307-314 (whole article 296-321 optional). **ER**

4. Richard Conniff, "On the Origin of a Theory," *Smithsonian Magazine* (June, 2008) <http://www.smithsonianmag.com/science-nature/on-the-origin-of-a-theory-48941576/?no-ist>

REQUIRED THINKING: In what ways are the Copernican and Darwinian revolutions analogous? In what ways are they different?

RECOMMENDED READING:

1. J. R. Lucas, "Wilberforce and Huxley: a Legendary Encounter."

<http://users.ox.ac.uk/~jrlucas/legend.html>

2. Frederick Gregory, "The Impact of Darwinian Evolution on Protestant Theology in the Nineteenth Century," *God and Nature*, 369-390 **ER**

19. Back to the Fundamentals 11/6

ON YOUR OWN: What are the various connotations of "fundamentalism," both in general and in the context of Christianity? When did the term originate? What is the "Princeton Doctrine"?

REQUIRED READING:

1. Ronald Hendel, *The Book of Genesis - a Biography*, 182-195 **R**
2. Claudia Setzer & David A. Shefferman, *The Bible and American Culture* (Routledge, 2011), 141-144, 146-149 **ER**
3. *The Chicago Statement on Biblical Inerrancy*. <http://www.bible-researcher.com/chicago1.html>
4. Dan Eden, "Noah's Ark Has Been Found. Why Are They Keeping Us In the Dark?" <http://www.sunnyskyz.com/good-news/470/noah-s-ark-has-been-found-why-are-they-keeping-us-in-the-dark->

REQUIRED THINKING: Is fundamentalism really new? What are its presuppositions? Is it intrinsically opposed to science? For fundamentalists, what is the relationship between the world we perceive, God and the Bible?

RECOMMENDED READING: Explore the Internet on "Young-Earth Creationism." E.g., <http://creation.com/young-earth-creationism-evidence>.

WEEK 6 SECTION DISCUSSION: How did Western secularism emerge out of religious schism, scientific discovery, and philosophical reason? What was the role of technology? In what ways are contemporary American government and culture the products of Enlightenment political thought? Cite examples of common American values and American political institutions.

WEEK SEVEN

20. **The Bible and the Arts (Visual) - Painting the Gospel** 11/9

ON YOUR OWN: What are the "Annunciation," "Nativity" and "Crucifixion"? How did artists innovate to preserve their work? What are (egg) tempera, oil paint, and fresco?

REQUIRED READING:

1. "Annunciation Paintings." http://www.jesus-story.net/painting_annunciation.htm
2. "The Birth of Jesus Christ." http://www.jesus-story.net/painting_birth_christ.htm
3. "The Crucifixion." http://www.jesus-story.net/painting_crucifixion.htm

REQUIRED THINKING: How do these paintings reflect social changes since the Middle Ages?

RECOMMENDED READING: Explore <http://www.bible-art.info/>

21. The Bible and the Arts (Literary) – Elizabethan Drama 11/13

ON YOUR OWN: Who were Henry VIII and Queen Elizabeth I of England, and the playwrights Christopher Marlowe and William Shakespeare? What is Anti-Semitism?

REQUIRED READING:

1. Keefer, *The New Testament as Literature*, 23-27

2. Thomas C. Foster, *How to Read Literature Like a Professor*, 142-149 (chap. 14) **ER**

3. William Shakespeare, *The Merchant of Venice* (Several websites have the complete play; you may alternatively wish to purchase or borrow an annotated edition.) **R** (Instead of reading the play, you may prefer to watch a BBC performance at **Geisel Library Media Desk**, or a Hollywood version at <https://www.youtube.com/watch?v=-bZWZEwY21Q>.)

REQUIRED THINKING: Where is the Christ symbolism in *Merchant*? How is the play a self-criticism of English capitalism and of Christianity?

RECOMMENDED READING:

1. Barbara K. Lewalski, "Biblical Allusion and Allegory in 'The Merchant of Venice.'" *Shakespeare Quarterly* 13.3 (1962): 327-343.
http://www.jstor.org/stable/2866826?seq=1#page_scan_tab_contents

2. Christopher Marlowe, *The Jew of Malta* **R**

WEEK 7 SECTION DISCUSSION: To be held in Sixth College Smart Classroom. Students will analyze Bible-based visual arts.

WEEK EIGHT

22. The Bible and the Arts (Musical) – *Messiah* by Georg Frideric Händel 11/16

ON YOUR OWN: What was the Baroque Period of Western Music? Who were its major composers? Who were the patrons? What was an oratorio; how was it related to opera? How did the House of Hanover come to rule England? Who was George Frideric Handel (AKA Georg Friedrich Händel)? What was the 20th-century Early Music Revival?

REQUIRED READING:

1. "The Oratorios of Handel."

<http://www.lcsproductions.net/MusicHistory/MusHistRev/Articles/HandelOratorio.html>

2. Keefer, *The New Testament as Literature*, 86-89

3. "The Biblical Texts for Handel's Messiah."

<http://www.angelfire.com/tx5/jeansptx/messiahh.htm>

4. Michael Marissen, "Unsettling History of that Joyous 'Hallelujah.'" *The New York Times* (2007). <http://www.nytimes.com/2007/04/24/arts/24iht-web-0425handelB.5418126.html?pagewanted=all&r=0>

REQUIRED LISTENING: "Behold a virgin shall conceive - O thou that tellest good tidings to Zion," "For unto us a son is born," "Why do the nations rage," "Thou shalt break them," "Hallelujah," "I know that my Redeemer liveth," *Messiah* (Händel)

1. https://www.youtube.com/watch?v=5CjGtVY_cAQ

2. <https://www.youtube.com/watch?v=f7jhh-ljDo>

3. https://www.youtube.com/watch?v=LYbnfh6q_O8

4. <https://www.youtube.com/watch?v=3ATIA4F2ePQ>

5. <https://www.youtube.com/watch?v=IUZEtVbJT5c>

6. <https://www.youtube.com/watch?v=Kg7aXEvCeXY&list=RDKg7aXEvCeXY#t=7>

REQUIRED THINKING: How does Händel fit his music to his text? The 20th-century Early Music Revival and the rise of Rock and Roll coincided; can you hear the connection?

RECOMMENDED LISTENING: YouTube performances of *Water Music*, *Music for the Royal Fireworks* and *Messiah* (G. F. Händel), the *Brandenburg Concertos* (J. S Bach), and the *Four Seasons* (A. Vivaldi). These are the top "hits" of the Baroque era. (You might also recognize J. Pachelbel's *Canon in D*)

23. The Bible and the Arts (Literary) – The Novels of John Steinbeck 11/18

ON YOUR OWN: Who was John Steinbeck? What are his major novels? What are significant themes in his work? Where do the titles *East of Eden* and *Grapes of Wrath* come from? What are the books about?

REQUIRED READING:

1. "The Grapes of Wrath, Plot Overview."

<http://www.sparknotes.com/lit/grapesofwrath/summary.html>

2. *The Grapes of Wrath* chapters 1 (pp. 1-4), 4 (pp. 17-24), 5 (pp. 31-39), 20 (pp. 262-67), 21 (pp. 282-84), 25 (pp. 346-49), 26 (pp. 381-89), 29-30 (pp. 432-55) (in Penguin edition)

REQUIRED THINKING: Can you locate biblical symbolism in other works of fiction you've read? Is biblical literacy necessary to appreciate Western literature?

RECOMMENDED READING: Tamara Rombold, "Biblical Inversion in *The Grapes of Wrath*," *College Literature* 14.2 (1987): 146-66.

http://www.jstor.org/stable/25111734?seq=1#page_scan_tab_contents

24. The Bible and the Arts (Film) – The "Jesus Movie" 11/20

ON YOUR OWN: What is a "passion play"?

REQUIRED READING:

1. "Early Cinema." <http://www.earlycinema.com/timeline/>

2. "Georges Méliès Biography"

http://www.earlycinema.com/pioneers/melies_bio.html

3. Peter T. Chattaway, "Top Ten Jesus Movies," *Christianity Today* (2006).

<http://www.christianitytoday.com/ct/2006/aprilweb-only/top10jesusmovies.html>

4. "La vie et la passion du Christ (1903)."

<http://www.acinemahistory.com/2013/06/la-vie-et-la-passion-du-christ-1903.html> **(just read; we'll watch the movie in class)**

5. Neda Ulaby, "This Year, Biblical Films are Fruitful and Multiplying."

<http://www.npr.org/2014/03/28/295254039/this-year-biblical-films-are-fruitful-and-multiplying>

6. Kenneth R. Morefield, "Last Temptation Turns Twenty-Five," *Christianity Today*

(2013). <http://www.christianitytoday.com/ct/2013/august-web-only/last-temptation-of-christ.html>

7. Sanjeev Bhaskar, "What did 'Life of Brian' ever do for us?" *The Telegraph* (2009).

<http://www.telegraph.co.uk/culture/film/6679546/What-did-Life-of-Brian-ever-do-for-us.html>

REQUIRED THINKING: If you made a 90-minute Jesus Movie, what would you include, what would you omit, how would you deal with the supernatural (angels, miracles, etc.)? Would you focus on socio-political context, Christian doctrine or universal truths? Whom would you cast as Jesus? How do Bible-based movies, and passionate responses (pro & con) to Bible-based movies, reflect the times in which they are made? What are the motives for making Jesus Movies? Can you name some movies with Christ symbolism, aside from those mentioned in McEver's article?

RECOMMENDED READING: Matthew McEver, "The Messianic Figure in Film: Christology Beyond the Biblical Epic," *The Journal of Religion and Film* 2.2 (1998). <http://avalon.unomaha.edu/jrf/McEverMessiah.htm>

RECOMMENDED VIEWING: *Monty Python's Life of Brian*, *The Last Temptation of Christ*, *The Passion of the Christ* (three highly controversial Jesus movies)

WEEK 8 SECTION DISCUSSION: *Would The Merchant of Venice be considered anti-Semitic if it were written today? What about in its own time? Does that matter?*

WEEK NINE

25. The Bible and American Public Life – the Puritan Project 11/23

ON YOUR OWN: Learn the major political and religious events of 17th-century England. What are Calvinism and Presbyterianism? What is Anglicanism? What was the English Civil War, and who were Charles I and Oliver Cromwell? Who were the Puritans in England and America? Who were the Pilgrims of New England? What were the Salem Witch Trials? Why and how did British Christians, in both the Old and New Worlds, associate themselves with the Israelites/Jews? What was a "jeremiad"? What do we mean by "puritanism" today? What is "American Exceptionalism"?

REQUIRED READING:

1. Emory Elliott, "The Legacy of Puritanism."

<http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/legacy.htm>

2. Sacvan Bercovitch, "Typology in Puritan New England: The Williams-Cotton Controversy Reassessed," *American Quarterly* 19.2 (1967): 166-91 (focus on pp. 183ff., how Puritans read into the Bible prophecies of America; remember that "Cotton" is *John Cotton*, Cotton Mather's grandfather).

http://www.jstor.org/stable/2710784?seq=1#page_scan_tab_contents

3. "Biblia Americana: the Mather Project." <http://matherproject.org/node/24>

4.Reiner Smolinski, "Cotton Mather's *Biblia Americana*: America's First Bible Commentary," *Uncommon Sense* 129 (2011)

<https://oieahc.wm.edu/uncommon/129/mather.cfm>

5.Rachel Walker, "The Salem Witch Trials – Cotton Mather."

http://saalem.lib.virginia.edu/people/c_mather.html

REQUIRED THINKING: What is your sense of Cotton Mather's personality? How did Christians in England and New England view their relationship to the story of the Bible? Where do Covici and Elliott disagree? Is American Exceptionalism fundamentally a religious belief? Do you accept Max Weber's connection between Calvinist Protestantism and capitalism? After almost 400 years, do you still see the influence of Anglican and Puritan sermons in American political discourse? (This may be easier to perceive if you were raised in another country!)

RECOMMENDED READING:

1.John Winthrop, "A Model of Christian Charity."

http://winthropsociety.com/doc_charity.php

2.Cotton Mather, "Theopolis Americana" (excerpts).

<http://nationalhumanitiescenter.org/pds/becomingamer/economies/text2/theopolisamericana.pdf>

3.Pascal Covici, Jr., *Humor and Revelation in American Literature – the Puritan Connection* (University of Missouri Press, 1997), 47-49, 57-69 **ER**

26.The Bible and American Public Life—The Rock of Ages vs. the Age of Rocks 11/25

ON YOUR OWN: Who were William Jennings Bryan, Clarence Darrow, H. L. Mencken and John Thomas Scopes? What was the "Scopes Monkey Trial"? What were its short- and long-term repercussions?

REQUIRED READING:

1.Claudia Setzer & David A. Shefferman, *The Bible and American Culture*, 166-173 **ER**

2."William Jennings Bryan, Closing Statement in The State of Mississippi v. John Thomas Scopes (1925)." http://darrow.law.umn.edu/documents/last_message_of_W_J_Bryan.pdf

3.David Masci, "Fighting over Darwin, State by State."

<http://www.pewforum.org/2009/02/04/fighting-over-darwin-state-by-state/>

REQUIRED THINKING: Whatever your view on whether evolution should be taught in the public schools, could you defend the contrary opinion?

RECOMMENDED READING: Christopher P. Touney, *God's Own Scientists* (Rutgers University Press, 1994), 1-9, 19-28, 35-48, 90-99, 124-131, 257-265 **R**

WEEK 9 SECTION DISCUSSION: Are there any stories in Genesis that would make a good novel? A good movie? Are the criteria for novels and movies the same or different? What music would you choose for a Bible movie, a contemporary style or something from the past? Have any recent Bible movies provoked controversy? Why?

WEEK TEN

27. The Bible and American Public Life – African Slavery and Civil Rights 11/30

ON YOUR OWN: What the status of slavery in Roman times? When and why were slaves brought from Africa to the New World? What nations were most involved with the slave trade? What was Abolitionism? Who were David Walker and Frederick Douglass? When did European nations abolish slavery? When did the U.S.A.? What was the American Civil War? What is meant by the term “states’ rights”?

REQUIRED READING:

1. Human Slavery – Supportive Passages from the Hebrew Scriptures (a.k.a. Old Testament). http://www.religioustolerance.org/sla_bibl1.htm

2. Luke 12:41-48; Romans 13:1-7; 1 Corinthians chap. 7; Ephesians 6:1-9; 1 Timothy 6:1-12; 1 Peter 2:17-24 (**N.B.: Your translation may mistranslate “slave” as “servant”—these are owned not paid personnel.**)

3. Matthew Spalding, “How to Understand Slavery and the American Founding.” <http://www.heritage.org/research/reports/2002/08/how-to-understand-slavery-and-americas>

4. Larry R. Morrison, “The Religious Defense of American Slavery before 1830,” *The Journal of Religious Thought* 37.2 (1980): 16-29.

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e4154516-dcc0-4a46-8711-1e3a513c90e5%40sessionmgr111&vid=4&hid=106>

5. Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America. <http://docsouth.unc.edu/nc/walker/walker.html>

6. Hector Avalos, *Slavery, Abolition and the Ethics of Biblical Scholarship* (Sheffield Phoenix Press, 2011), 261-268 ER

7. Claudia Setzer & David A. Shefferman, *The Bible and American Culture*, 182-189 ER

REQUIRED THINKING: Whose arguments are better based on the Bible, those of the slave-owners or those of the abolitionists? Do you think the invocation of the Bible was useful in resolving the American pro- vs. anti-slavery debate? What do you think of applying the Bible to contemporary subjects of contention?

RECOMMENDED READING/LISTENING: Julia Ward Howe, "Battle-Hymn of the Republic." <http://www.poetryfoundation.org/poem/173685>. There are many bombastic performances of the song on YouTube; I prefer this plain rendition by Odetta. <https://www.youtube.com/watch?v=4VsE9T4Sr30>.

28. The Bible and American Public Life – The State vs. the Church? 12/2

ON YOUR OWN: What does the First Amendment of the U.S. Constitution say about freedom of religion? What did the phrase "wall of separation between church and the state" originally mean, and what has it come to mean today?

REQUIRED READING:

1. US Constitution, First Amendment.

https://www.law.cornell.edu/constitution/first_amendment

https://www.law.cornell.edu/wex/establishment_clause

2. Exodus 20:2-17; 34:10-26; Deuteronomy 5:6-21

3. Robert Driskell, "Was the United States of America Founded as a Christian Nation? A Look at the Facts." <http://www.whatchristianswanttoknow.com/was-the-united-states-of-american-founded-as-a-christian-nation-a-look-at-the-facts/>

4. Mark Edwards, "Was America Founded as a Christian Nation?"

<http://www.cnn.com/2015/07/02/living/america-christian-nation/>

5. Jay Sekulow, "Ten Commandments." <http://old.aclj.org/church-state/ten-commandments>

6. "The Ten-Commandments Controversy: A First Amendment Perspective."
<http://archive.adl.org/10comm/print.html>

7. Eugene Volokh, "Oklahoma Constitution prohibits public display of Ten Commandments monument." *The Washington Post* (2015).
<https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/07/01/oklahoma-constitution-prohibits-public-display-of-ten-commandments-monument/>

8. Hindu American Foundation Policy Brief: Display of Ten Commandments in Public Places. <http://www.hafsite.org/media/pr/display-10-commandments-public-places>

9. Michael D. Coogan, *The Ten Commandments* (Yale University Press, 2014), 1-8, 25-34, 127-133 (chaps. 1, 3, 8). <http://www.jstor.org/stable/j.ctt5vkqht>

REQUIRED THINKING: What are the main public debates in which religious liberty vs. separation of church and state arise, and the Bible is often cited? Does the religious neutrality of the State imply that the State is theistic or atheistic? What are other examples of public theism in the USA? Of public Christianity? Is the U.S.A. a Christian country? Should it be? What is San Diego's most prominent case of church-state litigation over an allegedly religious public monument?

RECOMMENDED READING: Michael D. Coogan, *The Ten Commandments*, 50-93 (chap. 5, on the original meaning of the Decalogue).
<http://www.jstor.org/stable/j.ctt5vkqht>

29. The Bible and American Public Life – Gay Marriage, SUMMATION 12/4

ON YOUR OWN: What are anti-sodomy laws? What are recent legislation and court decisions concerning same-sex marriage?

REQUIRED READING:

1. Genesis chap. 19; Leviticus 18:22; 20:13; Judges chap. 19; 2 Samuel 1:17-27; Romans 1:26-27; 1 Corinthians 6:9-10; 1 Timothy 1:9-10

2. "Debating Bible Verses on Homosexuality," *The New York Times* (2015).
http://www.nytimes.com/interactive/2015/06/05/us/samesex-scriptures.html?_r=0

3.C.S. Pearce, "The Christian Case for Gay Marriage." *The Los Angeles Times* (2012). <http://articles.latimes.com/2012/dec/02/opinion/la-oe-pearce-christianity-gay-marriage-20121202>

4."An Open Letter to Dr. Laura." <http://www-users.cs.york.ac.uk/susan/joke/laura.htm>

5.David G. Savage, "Battles over religious freedom are sure to follow same-sex marriage ruling," *The Los Angeles Times* (2015). <http://www.latimes.com/nation/la-na-religion-gay-marriage-20150713-story.html>

6.Garrett Epps, "When Public Servants Refuse to Serve the Public," *The Atlantic* (2015). <http://www.theatlantic.com/politics/archive/2015/08/religious-freedom-gay-marriage/401390/>

7.Jason Hanna, Ed Payne, Catherine E. Shoichet, "Kim Davis released, but judge bars her from withholding marriage licenses." <http://www.cnn.com/2015/09/08/politics/kim-davis-same-sex-marriage-kentucky/>

8.Adam Beam, "Kim Davis' lawyers take on ACLU over removal of her name from marriage licenses," *San Jose Mercury News* 10.14.2015. http://www.mercurynews.com/samesexmarriage/ci_28963726/kim-davis-lawyers-take-aclu-over-removal-her

REQUIRED THINKING: Which side of the gay marriage debate takes the Bible more seriously?

RECOMMENDED READING:

1.Obergefell v. Hodges. <http://www.scotusblog.com/case-files/cases/obergefell-v-hodges/>

WEEK 10 SECTION DISCUSSION: Give examples of how the Bible shaped American history. Is biblical interpretation ultimately subjective? If so, why invoke it? If not, who possesses authority? How has the Bible been invoked in the same-sex marriage debate? Is one side more honest than the other? Are the issues similar to or different from those involved in Ten Commandments displays? How do the Supreme Court decisions Obergefell v. Hodges and Miller v. Davis potentially infringe citizens' First Amendment rights?

FINAL EXAMINATION – 11:30-2:30 Monday, December 7

Lesson 6:

NOAB 81-83 = Intro to Book of Exodus

141-143 = Intro to Book of Leviticus
185-188 = Intro to Book of Numbers
247-249 = Intro to Book of Deuteronomy

Lesson 7:

NOAB 2234-2247 = Essays "The Geography of the Bible," "The Ancient Near East and Ancient Israel to the Mid-First Millennium BCE," "The Persian and Hellenistic Periods"
316-317 = final two pages of "Introduction to the Historical Books"

Lesson 8:

NOAB 4-6 = The subsection of "Intro to the Pentateuch" entitled "Modern Source Theories"
313-316 = First part of "Intro to the Historical Books"
2185-2189 = "The Canons of the Bible," stop at "New Testament"

Lesson 10:

NOAB 1919-1921 = Intro to "The Acts of the Apostles"

Lesson 11:

NOAB 2189-2191 = "The Canons of the Bible," starting at "The New Testament"
2204-2208 = "The Interpretation of the Bible The New Testament Interprets the Jewish Scriptures"

Lesson 13:

NOAB 2213-2218 = "The Interpretation of the Bible Christian Interpretation in the Premodern Era," stop at "The Renaissance and Reformation"

Lesson 14:

NOAB 2218-2221 "The Interpretation of the Bible Christian Interpretation in

Grading Rubric for Weekly Journals

Teaching assistants will evaluate your weekly journals according to the criteria below. They will not be providing in depth feedback so if you have any questions, be sure to speak with them in office hours. No late journal submissions will be accepted without preauthorized and/or documentable excuse.

Grade	Criteria
A range	Entry demonstrates engagement with prompt and course materials. Concisely identifies main points of texts and evaluates the significance, coherence, and consequences of those points. Makes nuanced connections between course readings, lectures, and discussion. May even pose further questions, drawing out implications of course material in an original way.
B range	Entry displays understanding of prompt and course materials. Correctly identifies main points of texts and suggests the significance of those points. Makes convincing connections between course readings, lectures, and discussions.
C range	Entry proves student has read course materials and is aware of general questions and themes of class. Suggests what main points of text are but may discuss those points and specific week's prompt tangentially or superficially. Difficult to identify connections entry is making between course readings, lectures, and discussions. Entry may even struggle or fail to meet word requirement.
D & below	Entry does not evince familiarity with readings, utterly lacks coherence, or is simply not submitted.

CAT POLICIES:

1. ASSIGNMENT SUBMISSION
2. ATTENDANCE
3. CLASS PARTICIPATION
4. CAT GRADING CRITERIA – PARTICIPATION
5. ACADEMIC INTEGRITY

1. ASSIGNMENT SUBMISSION

A. Due Dates

An assignment will receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (proposals, drafts, etc).

Failure to submit **any** of the graded course assignments is grounds for failure in the course.

If a final draft is not submitted **in class on the date due**, it will be considered late and will lose one half-letter grade for each day or part of a day past due (A to A-, etc.). Assignments are due in hard copy as well as via Turnitin.com. You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin

Final drafts must be submitted to Turnitin.com via TED **BY MIDNIGHT** on the day it is submitted in class. A grade will not be assigned to an assignment until it is submitted to Turnitin.com via TED. Failure to submit an assignment to Turnitin.com via TED is grounds for failure of the assignment.

2. ATTENDANCE

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive absence (more than three class sessions, either lectures or sections) may be grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

3. CLASS PARTICIPATION

Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric below for more information.

4. CAT GRADING CRITERIA – PARTICIPATION

Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade. You will be graded on each section you attend.

A – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You

respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F—Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. All students must read and be familiar with this Policy. All suspected

violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.