

TEXTING GOD

configuring scripts of the sacred



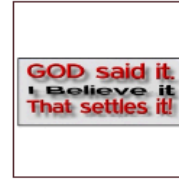
biography



education



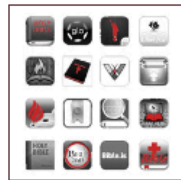
secularism



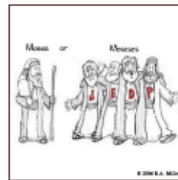
fundamentalism



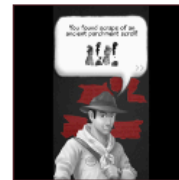
time & space



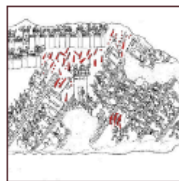
technology



composition



discovery



history



animation



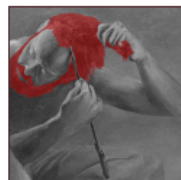
memory



ritual



ethics



prophecy



music



creation



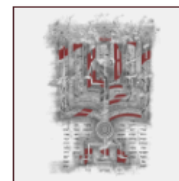
apocalypse



messiah



sacrifice



identity



parable



relationship



intertextuality



protest



film



code



game



ends

SCRIPTURE AND TRADITION 15: TEXTING GOD
FALL 2019

Instructor: Catherine Murphy
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Required Books

	New / Rent New / Rent Used / E-Book
Sergio Cariello, illustrator. <i>The Action Bible: God's Redemptive Story</i> . Colorado Springs, Colorado: David C Cook, 2010. [ISBN 978-0-7814-4499-6] <i>You will also need regular access to the complete NRSV Bible, but you can read it online for free at www.biblia.com/books/nrsv.</i>	[\$28 / \$24.80 / \$21 / \$11.75 / \$9.20 kindle]
Douglas A. Knight and Amy-Jill Levine. <i>The Meaning of the Bible: What the Jewish Scriptures and Christian Old Testament Can Teach Us</i> . New York: HarperCollins, 2011. [ISBN 978-0-06-206773-9]	[\$20.00 / \$16.50 / \$15 / \$4 / \$12.99]
Warren Carter, <i>Telling Tales about Jesus: An Introduction to the New Testament Gospels</i> . Minneapolis: Fortress, 2016. [ISBN 978-1-4514-6545-7]	[\$39 / \$32.20 / \$29.25 / \$7.80 / \$31.19 kindle]

Recommended Book

	New / Rent New / Rent Used / E-Book
Rachel Wagner. <i>Godwired: Religion, Ritual and Virtual Reality, Media, Religion and Culture</i> . New York: Routledge, 2012. [ISBN 978-0-415-78145-9 pbk; 978-0-203-14807-5 ebk]	[\$44.95 / \$37.10 / \$33.70 / \$21.35 / \$39.49 kindle]

Course Description

In this course we'll explore the human experience of the sacred, first in your own life and our shared context at Santa Clara University, and then through the stories written by Jews and Christians. We will see how people in these religions have encoded their communities' experiences of the sacred using technologies ranging from scrolls, books and oral storytelling to print, film, video games and electronic media. We'll examine how communities determine what counts as their "sacred" scripture and how they perform their community by ritualizing core myths. We'll read those core myths and stories and see how the communities constantly revised them. We'll consider how new forms of the script alter the message, focusing on technologies today and how these prompt us to configure new virtual realities that redefine and at times even replace the traditional functions of scripture and religion.

Purpose of the Core Course in Religious Studies

At Santa Clara University, the study of religious belief and practice in various cultural contexts (including your own) is one of the central features of the Core Curriculum. This has always been important in Jesuit Catholic education, which is why this is just the first of three Religious Studies courses you'll take with us (RTC 1). But it isn't about making you believe certain teachings or limiting your inquiry to one tradition. Religious Studies at Santa Clara is broader, deeper, and more analytical than you might expect. We want you to think critically about religious experiences, practices and beliefs—yours if you profess any, and those of other people. We want you to consider how these are all embedded in specific histories and cultures, and to appreciate the diversity. We hope that this will help you to negotiate a world in which religion matters, but in very different ways to different peoples.

Course Learning Objectives

By the end of this course, you will be able to:

1. Describe and compare the central religious ideas and practices from Christianity and Judaism, and from at least two globally distinct regions (exams, Texting God exercises 2 & 3). **Core RTC 1**
2. Use critical approaches to reflect on your own beliefs and the religious dimensions of human existence (Texting God exercises 2 & 3). **Core RTC 2**
3. Develop skills in critical thinking: especially reflection, close reading, information literacy, and self-expression (Texting God exercises, class participation, quizzes/exams). **Course**

How to Prepare for Class

Course Camino Page & Website

"Camino" is the name of our SCU's online learning management system. Accessible from the SCU login page, Camino provides all our course materials: syllabus, readings, prep pages, pre- and post-class exercises, assignment directions and dropboxes, and attendance and grade summaries. We also have a class website, <https://webpages.scu.edu/ftp/cmurphy/courses/sctr015>. That site has resources for your research topics, a glossary, and links to library reserve and other resources.

Reading, Questions & Study Prior to Class: Keep a Log

The readings listed for each day's topic should be prepared before that class. Readings listed as "primary" are those from the Bible (*The Action Bible* and the NRSV online), while those listed as "secondary" are from contemporary authors writing about those traditions (our other textbooks and Camino readings). Each day on the syllabus you'll see an "online class prep" link. Read that first, because it tells you what to focus on and what exercises to complete (if any). Return to it after the readings to test your comprehension. These exercises prepare you for quizzes and exams. You won't understand everything you read; keep a log of your questions and observations, definitions and answers to the class prep questions. You won't be able to have a computer in class, so bring a hard copy of your log (a notebook or a printout) to class as a basis for discussion. It will be a great resource when it comes time to prep for quizzes and exams.

Where to Find the Readings

Our primary readings are in the Bible. We'll be using a popular comic-book version of the Bible, *The Action Bible*, as our entry point, and comparing several of its versions of the stories with the New Revised Standard Version (*The Action Bible* is in the bookstore, and you can use a free version of the NRSV online at biblia.com). Most of the secondary readings will be in our two other course textbooks (*The Meaning of the Bible* and *Telling Tales about Jesus*). All three of these course textbooks are also on reserve in the library (just go to the Circulation Desk, and ask for the resource you need for SCTR 15, Prof. Murphy; you can check a text out for four hours). Occasionally, the reading won't be in one of those three books or the Bible, but on our course Camino page instead (the title will be linked to the reading on the Camino syllabus/home page).

Questions, Discussion & Lecture

Classes will begin with a brief q&a session (yours for the professor and classmates, or the professor's questions for you). We will generally do some close reading of the primary texts (course learning objective 3), followed by a conversation about the central questions posed for the day. Brief lectures will occasionally supplement the conversation to provide background or emphasis on key concepts. ***Because we need to maintain the focus and respect for our common work, no computers, iPads, cellphones, or other electronic devices may be used during class.***

Assessment and Grading

Grade Components and Scale

Class Participation & Attendance (Camino prep & exercises 10%; engagement in class activities 10%; oral participation 10%, attendance 5%)	35%
Texting God: 3 Exercises (2 short papers 10% each; final culminating exercise 20%)	40%
Quizzes & Exams (1 quiz at 5%, 2 exams at 10% each)	25%

Scale

93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Class Participation & Attendance

Class participation is a critical part of this course, since self-expression is an important critical skill to develop (learning objective 3). Class participation includes your pre- and post-class work on Camino, informed responses on pop quizzes and in class—during formal lectures, in open question periods, and during small-group activities and class discussion. In order to participate, you've got to come to class (see the attendance policy below) and bring your reading log with you. Your preparation for class, based on your reading and reflection, is a substantial contribution to our learning community in class, and therefore to your grade. With attendance (which counts for 5%), your participation totals almost a third of your grade (35%).

Texting God: 3 Exercises

There are two short papers and one longer paper due in this class. The first is a personal biography of the “sacred” moments in your life; the last two are tiered assignments asking you to study a biblical story of your choice in its original social context (paper 2), and then through two later interpretations, one of which must be religious (you can choose a film, illumination, art, music, video game, etc.). Brief descriptions of each paper follow; more complete directions for each paper are available on Camino and on the course website. Unless otherwise specified, papers are due on Camino in Microsoft Word by 10:30 a.m. on the due date.

Exercise	Due Date
<p>1. A Personal Tavola</p> <p>Create an image and write an accompanying paper that present the “sacred” moments in your life. For your image, follow the pattern of the Tavola of St. Clare, with <i>your</i> image in the center and scenes or symbols of the sacred moments from your life around the periphery. In your accompanying paper, explain the perimeter scenes—what each is and why each is so significant for you. Close with a statement about what makes a moment in your life sacred or significant, and define what the term “sacred” means to you. (<i>learning objective 2</i>)</p> <p>[Topic statement for Texting God Exercise 3 due]</p>	<p>October 7, Monday</p> <p>October 25, Friday</p>
<p>2. Writing the Story</p> <p>Select a major biblical story, such as the exodus or the life of Christ, or a major biblical genre like apocalyptic literature, and analyze it in its original historical context. To do this, you will need to consult the NRSV version of the text, two biblical commentaries dedicated to your chosen book or genre (e.g., Hermeneia, the Anchor Bible Commentary, or the New Interpreter’s Bible), and two professional journal articles on your passage or topic. Then write a paper in which you identify the date, describe the authors, discuss the major themes in the work, and tie those themes to the historical context of the authors. (<i>learning objectives 1 & 2</i>)</p>	<p>November 11, Monday</p>
<p>3. Interpreting the story</p> <p>Analyze two modern interpretations of the biblical story or genre you picked for your second paper, defining the social context and exploring how the mode of the interpretation (film, illumination, etc.) and the social context alter the interpretation of the story in comparison with the original author’s meaning in his social context. You’ll embed the bibliography and analysis from paper two in your comparison, and to study your contemporary interpretations you’ll select and examine five professional sources on your chosen interpretations that help you to analyze the director’s or designers’ interpretive choices. Conclude by revisiting your first paper and considering how you might imagine the sacred moments in your own life differently as a result of this exercise or course. Because this final paper is worth more and involves outside reading, a topic statement and list of sources will be due in the fifth week (Friday, October 25). The final paper is due at the end of our final exam period, that is, by 12:10 p.m. on Friday of finals week (December 13, 12:10 p.m.). (<i>learning objectives 1–3</i>)</p>	<p>December 13, Friday</p>

Quizzes & Examinations

A 20-minute quiz worth only 5% of your overall grade will occur in the 2nd week in class, and will prepare you for the types of questions and expectations on larger exams. There are two scheduled exams that are more comprehensive in scope—in the 6th and 9th weeks of class. Each exam is cumulative of material covered to that point in the course, and will take the whole class period (10% each, 20% total). The exams will consist of text exercises in which you analyze a biblical text, as well as short-answer and longer-answer essays on the readings and course concepts (no true/false or multiple choice questions). Plan to bring a green book to class for each exam. The exams will assess the first and third learning objectives.

Extra Credit

Extra credit opportunities will be posted online at “Extra Credit Events” periodically throughout the quarter. To receive extra credit, attend the event, write a 2-3 page summary and evaluation, and turn it in within one week of the event. Directions for the paper can be found online at “Extra Credit Events.” Both types of assignment help you to practice your skills at close reading or listening, reflection, and critical thinking. 3% of grade max, only counted if all required assignments have been submitted.

Course Evaluation

You will have a chance to assess the course through a mid-quarter survey (so that adjustments can be made to improve the course), and at the end of the course through a numerical evaluation, a narrative evaluation, and a Student Assessment of Learning Gains (SALG).

Policies & Protections for You

Attendance & Self-Care

If you're sick or something comes up, please notify the professor in advance or within a week of the missed class. *Remember: You're not doing yourself or anyone else any favors if you come to class sick—you can always make up the work.* An explanation is not necessary; this is about extending the professor the courtesy of notice, as you might for any employer.

Missed material can always be reviewed with the professor during office hours or by appointment, or with other students from the class. **There is a limit** to how many classes you can miss and still receive credit for the course (see below), but the most important guidelines are to take care of yourself and to keep in touch with the professor. Santa Clara University is a Jesuit Institution wherein the value of *cura personalis*, or “care for the whole person,” holds a place of incredibly high importance. Caring for yourself in both a physical and mental sense is paramount to your ability to live an enjoyable life at Santa Clara University, excel in academia, and reach your full potential in all aspects of your personhood.

- Try to get an appropriate amount of sleep each night; the recommended amount of sleep for adults ages 18-25 is 7-9 hours.
- Visit the Wellness Center's (currently located at 852 Market Street) website to see what resources are available on campus to aid and promote student well-being at <https://www.scu.edu/wellness/>.
- Every student can avail themselves of six free counseling sessions with Counseling and Psychological Services — it is highly encouraged you utilize these sessions should you find yourself in need of someone to talk to about anything at all. The number to make an appointment with CAPS is (408) 554-4501. Visit the Counseling and Psychological Services website to learn more about these sessions and more at <https://www.scu.edu/cowell/caps/>.
- If you do get sick, visit Cowell Health Center during the operating hours of 8:30 am to 5:00pm, Monday through Friday. You can also visit their website to learn more about the various services this health center provides at <https://www.scu.edu/cowell/>.

There is a limit to how many classes you can miss and still receive credit for the course.

- If you do not notify the professor of the absence, it's “unexcused,” which means that it affects your attendance grade and, if these accumulate to three or more occasions, your overall grade for the course. Eight unexcused absences (25% of course) will result in a failing grade.
- If you do notify the professor, it's an “excused” absence, and affects your attendance and overall grade at about half the rate of an unexcused absence, depending on the circumstances.

If your absence is due to a significant religious holiday or to travel for intercollegiate athletics, there is no penalty and you will have the opportunity to make up missed work or exams. Please alert the professor to such absences well in advance. Daily roll will be taken and posted on Camino. 5% of grade +.

Academic Integrity

Students at SCU pledge themselves to Academic Integrity, as part of the University's commitment to fostering a culture of integrity (www.scu.edu/academic-integrity). The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

You are expected to uphold the principles of this pledge for all work in this class. You should collaborate to share ideas, resources, and questions, particularly on group work and exam preparation. But this sharing becomes cheating or plagiarism when you present as your original work the insights or work of another person. Work on extra credit, quizzes, exams and papers must be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the “Style Sheet” at the course website). If you are caught cheating or plagiarizing on a required assignment, you will receive an “F” on the assignment and in the course, and the matter will also be forwarded for further action to the Office of Student Life. Further resources can be found at <https://www.scu.edu/academic-integrity/>.

Accessible Education Policy

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, www.scu.edu/oae, (408) 554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with the professor during her office hours early in the quarter.

To ensure fairness and consistency, the professor is required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with the professor as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct Protections

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you or someone you know have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, see the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at (408) 554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life (www.scu.edu/osl/report/) or anonymously through EthicsPoint (www.scu.edu/hr/quick-links/ethicspoint/).

Emergency Preparedness

If an earthquake occurs during class, "Drop, Cover and Hold On." Once the shaking stops, look around to make sure it is safe to leave the building.

If a fire alarm sounds, leave the building immediately in an orderly fashion. Our primary path out is the staircase just alongside our classroom, but there is also a staircase at the other end of the building. (There is a map of exits and assembly points on the floor of most buildings on campus.). Take only your phone and car keys with you; leave everything else behind. If individuals need assistance to leave the building, please help them get to the assembly area.

Once outside, we need to assemble as a group at the assembly point designated for our classroom — the Ignatian Lawn — which is marked on the map to the right. This makes it easier to check that everyone is out safely. We will stay there until Campus Safety advises us to move to another location, or releases us to return to the building (the campus assembly areas at university-operations.scu.edu/campus-safety/emergency-planning/emergency-assembly-points/).



In-Class Recordings

The Student Conduct Code (p. 13) prohibits students from "(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations. The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents." Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade. You won't need to take any pictures of slides presented in class, as they are available from the Class Prep pages on the course website.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
1	9/23	[--]	INTRODUCTIONS, REVIEW OF SYLLABUS UNIT 1. CONTEXTS
1	9/25	[16]	LIFE AS A SACRED TEXT: CLARE OF ASSISI <u>Primary Viewing:</u> The Tavola of St. Clare (link on Camino) <u>Secondary Reading:</u> John V. Kruse, "The Embrace of Radical Poverty: Clare of Assisi's Unconventional Response to a World of Violence," in <i>Violence, Transformation, and the Sacred: "They Shall Be Called Children of God"</i> (ed. Margaret R. Pfeil and Tobias L. Winright; Maryknoll, New York: Orbis Books, 2012) 144-59 (Camino); online class prep
	9/27	[24]	ENTERING A STORY: THE IGNATIAN EXERCISES, THE IGNATIAN UNIVERSITY <u>Primary Reading:</u> Gospel of Luke 1-2 <u>Secondary Reading:</u> Kevin O'Brien, excerpts from <i>The Ignatian Adventure: Experiencing the Spiritual Exercises of Saint Ignatius in Daily Life</i> (Chicago: Loyola Press, 2011) 1-11, 33-36; Philip Endean, "The Bible in Personal Formation: A Dialogue. I, One Catholic Approach: The Ignatian Exercises," <i>Contact</i> 150 (2006) 40-43; online class prep
2	9/30	[23]	POSTMODERN CHALLENGES TO RELIGIOUS NARRATIVES <u>Secondary:</u> Gerald Loughlin, "Postmodern Scripture," in <i>Christian Theologies of Scripture: A Comparative Introduction</i> (ed. Justin S. Holcomb; New York: New York University Press, 2006) 300-322 (Camino); online class prep
	10/2	[26]	TEST CASE: MAKING MEANING OF THE SODOM STORY <u>Primary:</u> Genesis 13-19 (read in the NRSV; cf. <i>Action Bible</i> 48-55) <u>Secondary:</u> Holly Joan Toensing, "Women of Sodom and Gomorrah: Collateral Damage in the War against Homosexuality?" <i>Journal of Feminist Studies in Religion</i> 21:2 (2005) 61-74 (Camino); online class prep <u>Optional:</u> Idan Dershowitz, "Revealing Nakedness and Concealing Homosexual Intercourse: Legal and Lexical Evolution in Leviticus 18," <i>Hebrew Bible and Ancient Israel</i> 6:4 (2017) 510-526 ➔ <i>Quiz in class</i>
	10/4	[24]	TECHNOLOGIES, RELIGION & MEANING-MAKING <u>Primary:</u> Genesis 1:1-2:4a; 11:1-9 <u>Secondary:</u> John Durham Peters, "Calendar, Clock, Tower," in <i>Deus in Machina: Religion, Technology, and the Things in Between</i> (ed. Jeremy Stolow; New York: Fordham University Press, 2012) 25-42 (Camino); online class prep
3	10/7	[26]	TECHNOLOGIES OF THE SELF <u>Secondary:</u> Rachel Wagner, <i>Godwired</i> chapter 5 (Camino); online class prep <u>Optional:</u> Stanley E. Fish, "'Transparency' is the Mother of Fake News," <i>The New York Times</i> (5 May 2018) ➔ <i>Texting God Exercise 1 – "A Personal Tavola" due on Camino by 10:30 a.m. (image + 3-page typed text)</i>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 2. THE JEWISH TANAKH/CHRISTIAN OLD TESTAMENT			
3	10/9	[32]	CRAFTING OUR TEXTS: LITERARY ISSUES <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 2; online class prep
	10/11	[22]	THE STORY OF ANCIENT ISRAEL: DISCOVERIES & HISTORICAL FRAMEWORKS <u>Primary</u> : Synopsis of passages in the Dead Sea Scrolls compared to modern Bibles (Camino) <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 1, pp. 1-22; online class prep
4	10/14	[20]	THE STORY OF ANCIENT ISRAEL: THE RISE & FALL OF KINGDOMS <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 1, pp. 22-41; online class prep ➔ Map Quiz in class
	10/16	[29]	THE STORIES WE PLAY: COMICS, ANIMATION, VIDEO GAMES <u>Secondary</u> : Isaac M. Alderman and Christina L. Alderman, "Graphically Depicted: Biblical Texts in Comic Form," <i>Arts</i> 22:4 (2011) 22-36; Wagner, <i>Godwired</i> chapter 2, pp. 16-33 (both on Camino); online class prep
	10/18	[35]	A FUNDAMENTAL SIGN: EXODUS & THE PASSOVER RITUAL <u>Primary</u> : Exodus 1–17 (<i>Action Bible</i> 112-152) <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 6; online class prep <u>Video Clip</u> : <i>Exodus: Gods and Kings</i> (Dir. Ridley Scott, 2014)
5	10/21	[44]	A SECOND SIGN: THE COVENANT <u>Primary</u> : Exodus 19–20; 32; 34 (<i>Action Bible</i> 155-161; read the NRSV version of Exodus 19–20 closely) <u>Secondary</u> : Michael A. Meyer, "Scripture in Modern Judaism," in <i>Living Traditions of the Bible</i> (ed. James E. Bowley; St. Louis: Chalice, 1999) 191-206; Wagner, <i>Godwired</i> , chapter 2 pp. 33-53 (both on Camino); online class prep <u>Video Clip</u> : <i>The Ten Commandments</i> (Dir. Cecil B. DeMille, 1956)
	10/23	[32]	PERFORMING CRITICISM: THE JEWISH PROPHETS <u>Primary</u> : Ezekiel 1; 5 and 37; Jeremiah 27 (<i>Action Bible</i> 446-469; read all these passages in the NRSV closely) <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 13; online class prep <u>Music</u> : 1-page typed paper with lyrics of a song you consider prophetic and why; post music video on Camino
	10/25	[12]	PERFORMING CRITICISM: MUSIC & CONTEMPORARY PROPHECY <u>Secondary</u> : Michael Eric Dyson, "Performance, Protest, and Prophecy in the Culture of Hip-Hop," <i>Black Sacred Music</i> 5:1 (1991) 12-24; Joshua L. Lazard, "'I Speak to God in Public': Are Young Black Millennials Reclaiming a Theology of Resistance?," <i>Religion Dispatches</i> (14 April 2017) (Camino); online class prep ➔ 1-2 page Topic Statement for Texting God Papers 2-3, with twelve sources in proper bibliographic format, due on Camino by 10:30 a.m. (see the directions on Camino for specifics about what your 12 sources should be and how to format them)
6	10/28	[48]	CREATING WORLDS <u>Primary</u> : Genesis 1–11 (<i>Action Bible</i> 17-39; read the NRSV version of Genesis 1–3; 7 closely) <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> ch 7 and pgs 295-304; online class prep
	10/30	[25]	APOCALYPSE: REBIRTHING THE WORLD <u>Primary</u> : Daniel (<i>Action Bible</i> 470-488; read the NRSV version of Daniel 2 and 7 closely) <u>Secondary</u> : Knight & Levine, <i>The Meaning of the Bible</i> chapter 8 pp. 231-232, 239-257; online class prep
	11/1		➔ EXAM #1 (bring a green book)

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 3. THE CHRISTIAN NEW TESTAMENT			
7	11/4	[31]	THE GOSPELS: BIOGRAPHIES OF JESUS, PART I <u>Secondary</u> : Carter, <i>Telling Tales about Jesus</i> 1-31; online class prep
	11/6	[40]	THE STORY OF JESUS IN MARK <u>Primary</u> : <i>Gospel of Mark</i> (Camino) <u>Secondary</u> : Carter, <i>Telling Tales about Jesus</i> 75-98; online class prep <u>Optional</u> : Carter, <i>Telling Tales about Jesus</i> 49-74 (read this summary of the Gospel if you need help understanding the primary text—that is, the Gospel itself)
	11/8	[40]	THE STORY OF JESUS IN MATTHEW <u>Primary</u> : <i>Action Bible</i> 519-585 (read the NRSV version of Matthew 1–2 and 5–7 closely) <u>Secondary</u> : Carter, <i>Telling Tales about Jesus</i> 123-49; online class prep <u>Optional</u> : Carter, <i>Telling Tales about Jesus</i> 99-122 (read this summary of the Gospel if you need help understanding the primary text—that is, the Gospel itself)
8	11/11	[40]	THE STORIES OF JESUS IN LUKE <u>Primary</u> : Luke 1–4; 15 (<i>Action Bible</i> 600-604; read the NRSV version of Luke 15 closely) <u>Secondary</u> : Carter, <i>Telling Tales about Jesus</i> 151-67; Amy-Jill Levine, “Lost Sheep, Lost Coin, Lost Son,” in <i>Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi</i> (New York: HarperOne, 2015) 25-70 (Camino); online class prep
	11/13	[27]	THE STORIES TOLD BY JESUS: THE GOOD SAMARITAN <u>Primary</u> : Luke 10 (<i>Action Bible</i> 594-598; read the NRSV version of Luke 10 closely) <u>Secondary</u> : Levine, <i>Short Stories by Jesus</i> chapter 2 (pp. 71-106) (Camino) ➔ <i>Texting God Exercise 2 – “Writing the Story” due on Camino by 10:30 a.m. (3 pages typed)</i>
	11/15	[43]	INTERTEXTUALITY & ILLUMINATION IN THE SAINT JOHN’S BIBLE <i>Class today will be held in the Archives, 3rd floor southeast corner of the library.</i> <u>Secondary</u> : Jonathan Homrighausen, “Beautiful Persuasion and Ethical Imagination,” and “Every Living Tree: Caring for Creation,” in <i>Illuminating Justice: The Ethical Imagination of the Saint John’s Bible</i> (Collegeville, Minnesota: Liturgical Press, 2018) 1-13 and 77-106; online class prep <u>Optional</u> : Michael Patella, “The Saint John’s Bible: Biblical Authority within the Illuminated Word,” <i>Word & World</i> 26:4 (2006) 383-91; idem, “The Saint John’s Bible Project: What’s It Worth?” <i>Toronto Journal of Theology</i> 26:2 (2010) 215-19; Laura Kelly Fanucci, “Variations on a Theme: Intertextuality in the Illuminations of the Gospel of Luke,” <i>Obsculta</i> 2:1 (2009) 21-30 (all on Camino)
9	11/18	[40]	A CROSS TODAY: BLACK LIVES MATTER <u>Primary</u> : Read the NRSV version of Mark 13:1–16:8 closely <u>Secondary</u> : Kelly Brown Douglas, “Jesus and Trayvon,” in <i>Stand Your Ground: Black Bodies and the Justice of God</i> (Maryknoll, New York: Orbis, 2015) 171-203 (Camino); online class prep <u>Music Clip</u> : Nina Simone, <i>Strange Fruit</i> <u>Optional</u> : James H. Cone, “Strange Fruit: The Cross and the Lynching Tree,” <i>Journal of Theology for Southern Africa</i> 148 (2014) 7-17; Angela Y. Davis, “‘Strange Fruit’: Music and Social Consciousness,” in <i>Blues Legacies and Black Feminism: Gertrude “Ma” Rainey, Bessie Smith, and Billie Holiday</i> (New York: Pantheon Books, 1998) 181-97 (both on Camino)
	11/20		➔ <i>EXAM #2 (bring a green book)</i>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
9	11/22	[20]	<p>JESUS IN FILM</p> <p><i>The professor will be attending the annual conference of the American Academy of Religion and Society of Biblical Literature in San Diego. Please watch the video clips on Camino and fill in the associated worksheet. The viewing and worksheet are designed to take one hour; complete your Camino worksheet by 5:00 pm today.</i></p> <p><u>Secondary</u>: Jeffrey H. Mahan, "Celluloid Savior: Jesus in the Movies," <i>Journal of Religion and Film</i> 6:1 (2002) Article 2, 20 p. (Camino); online class prep</p> <p><u>Primary</u>: Watch the film clips from significant Jesus films that are posted on class prep; then fill out the worksheet on class prep and upload it to the Camino assignment drop box by 5:00 p.m.</p> <p>➔ <i>Jesus in Film Worksheet due by 5:00 p.m. on Camino</i></p>
	11/25-29		<p><i>Have a restful and safe Thanksgiving break!</i></p>
10	12/2	[25]	<p>DECODING THE BIBLE CODE</p> <p><u>Primary</u>: Michael Drosnin, "The Bible Code," in <i>The Bible Code</i> (New York: Touchstone, 1998) 14-51 (skim; on Camino); online class prep</p> <p><u>Secondary</u>: J. Paul Tanner, "Decoding the 'Bible Code,'" <i>Bibliotheca Sacra</i> 157 (2000) 141-59 (Camino)</p>
	12/4	[25]	<p>DO VIOLENT TEXTS & GAMES MAKE US VIOLENT?</p> <p><u>Secondary</u>: Wagner, <i>Godwired</i> chapter 7 (Camino); online class prep</p>
	12/6	[25]	<p>XBOX APOCALYPSE: ROMAN GAMES, REVELATION & THE SECULAR APOCALYPSE</p> <p><u>Primary</u>: Revelation 4–7; 13–14; 17–22 (<i>Action Bible</i> 742-743; you'll need to read these chapters in the NRSV, since the <i>Action Bible</i>'s treatment is so short)</p> <p><u>Secondary</u>: Wagner, <i>Godwired</i> chapter 8 (Camino); online class prep</p>
11	12/13 Friday		<p>➔ <i>Texting God Exercise 3, "Interpreting the Story," due in assignment drop box on Camino by the end of our exam period (12:10 p.m.) (8 pages typed)</i></p>