

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number AN N EA 12W
 Course Title Jerusalem – Holy City
 Indicate if Seminar and/or Writing II course Seminar and Writing II

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course surveys the cultural history of Jerusalem over three millennia, primarily as the symbolic focus of three faiths: Judaism, Christianity and Islam. The Bible and Quran are analyzed as primary literary sources and throughout the course, the key historical and archaeological evidence is also analyzed.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____
 If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

2015-16	Fall	<u>2015</u>	Winter	<u>2016</u>	Spring	<u>2016</u>
	Enrollment	<u>20</u>	Enrollment	<u>20</u>	Enrollment	<u>20</u>
2016-17	Fall	<u>2016</u>	Winter	<u>2017</u>	Spring	<u>2017</u>
	Enrollment	<u>20</u>	Enrollment	<u>20</u>	Enrollment	<u>20</u>
2017-18	Fall	<u>2017</u>	Winter	<u>2018</u>	Spring	<u>2018</u>
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes x No _____
 If yes, provide a brief explanation of what has changed. AN N EA 12W was designed to allow

Deeper analysis of the primary sources, in particular, the Hebrew Bible, New Testament, and Quran. The course is a seminar with emphasis on group discussion.

Present Number of Units: 5 Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

□ General Knowledge	<ul style="list-style-type: none"> • History of Jerusalem over three millennia • Introduction to Judaism, Christianity, and Islam and their relevance to Jerusalem
□ Integrative Learning	Cultural analysis, historical analysis, the study of religion, and writing seminar all in one course. Group work, interactive learning, discussion, oral presentations, and peer review.
□ Ethical Implications	Since this course surveys the Abrahamic religions, the action of the divine and of various groups of people are introduced, many principles of decent human conduct are attributed to the teachings found in the groups.
□ Cultural Diversity	Jerusalem is a culturally diverse city and a place of pilgrimage for people of various faiths. By studying the history of this city, the modern Arab-Israeli conflict is illuminated.
□ Critical Thinking	The course content focus on the transformation of sacred space utilizing philosophical terminology as well as textual evidence. This requires higher level critical thinking skills.
□ Rhetorical Effectiveness	The argumentative paper and the research paper require persuasion and the ability to develop a thesis. This a writing course so emphasis is placed on rhetorical analysis and advanced writing skills
□ Problem-solving	The process by which a placed becomes sacred is the main problem the students are asked to solve throughout the course. They are taught terminology and in this process, but they are required to use primary and secondary sources to illustrate how Jerusalem became a sacred spaced.
□ Library & Information Literacy	The students write a 10 page research paper and are taught how to use the library catalog. They also take a field trip to the library to examine the Bible Dictionary and Encyclopedia of Islam.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2</u>	(hours)
2. Discussion Section:	<u>2</u>	(hours)
3. Labs:	<u>n/a</u>	(hours)
4. Experiential (service learning, internships, other):	<u>n/a</u>	(hours)
5. Field Trips:	<u>n/a</u>	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>n/a</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>5</u>	(hours)
7. Research Activity:	<u>n/a</u>	(hours)

Except for research paper)

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **16** **(HOURS)**

JERUSALEM: THE HOLY CITY
ANCIENT NEAR EAST 12W

FALL 2015
University of California, Los Angeles

Tuesdays and Thursdays 11:00 am–12:50 pm
Office Hours: TR 10:00–11:00 am & by appointment

Jennifer Metten
jenmetten@gmail.com

COURSE DESCRIPTION:

This course will survey the cultural history of Jerusalem over three millennia, primarily as the symbolic focus of three faiths: Judaism, Christianity, and Islam. The course content will focus on the transformation of sacred space as reflected by literary and archaeological evidence by examining the artifacts, architectural monuments, and iconography in relation to written sources. The creation of mythic Jerusalem through event and experience will be examined. Course requirements will focus on the development of advanced writing skills and critical thinking.

Lecture, two hours; Discussion, two hours. There will be a lecture focusing on the historical development of Jerusalem each class meeting. Writing tutorials and group discussion will follow each lecture. In these discussions, ideas presented in lecture as well as analysis of key literary texts (primarily the Bible and Quran), will provide opportunities to develop research, reasoning, and writing skills.

This course is an L&S/SOAA/HSSEAS GE and a Writing II GE. (Check with your counselor/adviser to see which GE courses fill your requirements.)

REQUIRED READINGS AND TEXTBOOKS:

Dan Bahat, *The Illustrated Atlas of Jerusalem* (Jerusalem: Carta, 1996).

Karen Armstrong, *Jerusalem: One City, Three Faiths* (New York: Ballantine, 1996).

New Oxford Annotated Bible, with Apocrypha (NRSV with Apocrypha and New Testament)

Diana Hacker, *Writer's Reference* (6th edition; New York: Bedford, 2009).

Selected readings from the *Qur'an* (available on the course website)

Other required readings found on the course website (see course schedule)

COURSE REQUIREMENTS

- 1) Course attendance and participation (10%). Students are expected to attend and participate in lectures and discussion sections. *Participation* in this course is worth a minimum of 10%. However, per the terms outlined below *attendance* is worth considerably more; excessive unexcused absences will detrimentally affect your grade. Determinations regarding excused absences will only be made by the course instructor.

- 2) Written Assignments (2 papers: 65%).
- a. *Submissions and Due dates.*
 - Papers (First Drafts and Revised) turned in at *any* point after the beginning of class are considered late.
 1. A hard copy must be turned in at the beginning of class on the date due.
 2. Any draft of a paper more than one week late will not be accepted (will receive a 0 grade).
 3. Both drafts and any requested documentation (e.g., cover sheets) must be submitted to be considered for a full grade.
 4. Late papers will be marked down 5% per day (beginning in class).
 - All drafts of papers will be turned in using Turnitin.com. To access turnitin.com, students should first login into their myucla.edu account, then click on classes. The turnitin.com link will appear directly under the class name on myucla.edu.
 1. Final grades on papers with missing cover sheets will be reduced 5% for each draft not submitted to Turnitin.com.
 2. DO NOT include your cover sheet with the digital version you submit online.
 - b. *Minimum page* requirements are for complete pages of text, NOT including bibliography.
 - A 4 to 5 page paper, for example, will include a minimum of four COMPLETE pages of text, *followed* by bibliography.
 - A 10% deduction will be issued for each page less than the minimum on both the draft and the revised copy.
 - c. *Plagiarism.* “Plagiarism includes, but is not limited to, the use of another’s words or ideas as if they were one’s own; including, but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student’s original work; or, representing the identifiable but altered ideas, data or writing of another person as if those ideas, data or writing were the student’s original work.”—from the *UCLA Student Conduct Code* (.pdf file), Fall 1998, section 102.01c.
- 3) Exams and Reading Quizzes (25%). There will be a final exam worth 15%, and the reading quizzes will be worth 10% (total). See the course schedule for dates. The final exam will be cumulative. Students who do not show up to an exam will receive a zero grade on the exam. There will be a reading quiz most weeks. The reading quiz will cover the assigned reading from Armstrong or Bahat for that week (see course schedule). For example, for week 2 the reading quiz will cover Bahat, pp. 10-17 and Armstrong, pp. 22–47, etc. The reading quiz will be taken during the first ten minutes of lecture on Thursdays. If you are absent, you earn a zero on the quiz.

PAPER TOPICS

Close Reading Assignment (5%): The purpose of the close reading assignment is to help students develop their writing and critical analysis skills. The assignment will consist of 2 double-spaced pages. This assignment must be well written and clearly organized in order to receive a passing grade.

Close Reading Assignment (David and the Establishment of Jerusalem). Complete a close reading of 2 Samuel 5-7, which summarizes the contents of these chapters and explains how they contribute to the image of Jerusalem as a holy city in the biblical texts. Questions that you should consider addressing in the close reading include:

1. What significance does the story of the Ark of the Covenant play in these two chapters?
2. What do you think are the most important images, expressions, and characters in these chapters and how they contribute to the image of Jerusalem as a holy city?

*You do not need to consult any outside sources for this paper.

Paper #1: Jerusalem as Sacred Space in the Biblical Literature (Analytical Writing, 25%); 5-6 pages in length, excluding bibliography).

The goal of this paper is to explain how certain biblical texts describe the city of Jerusalem as sacred space. Read chapter 1 of Mircea Eliade's *The Sacred and the Profane* (see course website) and use the ideas in the chapter to explain what is important about the ways in which the biblical texts describe Jerusalem. In order to gain a sense of how to approach the paper, read the following short essays on "How To Do a Close Reading": <http://writingcenter.fas.harvard.edu/pages/how-do-close-reading>

Prompt: How do the following biblical texts work together to describe Jerusalem as the *axis mundi*? Which expressions and events found in these texts are most important in conveying the idea that Jerusalem was a holy city in ancient Israel?

Biblical texts: Genesis 2-3; Genesis 22; 2 Samuel 5-7; 2 Samuel 24; 1 Kings 6-9; 2 Chronicles 3:1-2; Psalm 46; Psalm 48

- ❑ Analytical Paper of 5-6 pages (not counting bibliography)
- ❑ *Goals*: Thesis writing; Development of analytical writing skills; Critical reading of texts; Descriptive writing skills; Outlining skills to make writing easier; Development of a thesis and topic sentences
- ❑ *Tip*: A large part of the evaluation for this paper will depend on how well the paper describes the important aspects of the language found in the biblical texts
- ❑ Use MLA format for the paper: see <https://owl.english.purdue.edu/owl/resource/747/01/>

Paper #2: Abraham's Influence on the development of Judaism, Christianity, and Islam in Jerusalem (Analytical and Research Writing, 35%); 7-9 pages, excluding bibliography).

This is a research paper concerned with the following question: What is the significance of the binding of Isaac/Ishmael in Judaism, Christianity, and Islam? The goal of the paper is twofold: 1) to describe the main religious tradition (sacrifice of Isaac/Ishmael) associated with Abraham using primary sources 2) to utilize secondary sources to illustrate the interaction between these faiths and Abraham.

Primary Sources: Genesis 22; Romans 4-5:8; Galatians 3; Hebrews 11; Surah 33: 99-122

A good paper will address the following questions:

- What is Abraham's role in Judaism, Christianity, and Islam?
- How does the story about the binding of Isaac/Ishmael differ in each religious tradition? Is there any congruity?
- Jews and Muslims consider Abraham their forefather. How does the early Christian community, which consisted of Jews and Gentiles, articulate their relation to Abraham?
- Why is Abraham considered "righteous" in all three religious traditions?
- In Judaism Abraham is depicted as obedient, in Christianity he is portrayed as a man of faith, and in Islam he is described as one who submitted to Allah. How do these classifications emulate the specific theological concerns of each religion?
- Should Abraham be viewed as a unifying force in the three Abrahamic religions?

At least 5 sources (do NOT cite as sources: websites, lectures, or discussion sections)

Goals: Development of research strategy; Use of a variety of sources; Consistent use of citation method and style

- Use MLA Style, see <https://owl.english.purdue.edu/owl/resource/747/01/>

You must have at least 5 secondary sources for the paper, not including the textbooks. I do expect, however, that you will use the textbooks in the paper. The following sources are a good starting point for writing the paper and I would expect to find them integrated into your paper.

- 1) Anchor Bible Dictionary
- 2) Encyclopaedia of Islam
- 3) Richard L. Rubenstein, "What Was At Stake in the Parting of the Ways between Judaism and Christianity?" *Shofar*, Vol. 28, No. 3 (Spring 2010): 78-102.
- 4) M. Shahid Alam "Ishmael and Isaac: An Essay on the Divergent Moral Economies of the Qur'ān and the Torah." *Islamic Studies* Vol. 51, No. 2 (Summer 2012):139-154.

- 5) Jan Lambrecht, "Abraham and His Offspring A Comparison of Galatians 5,1 with 3,13." *Biblica* Vol. 80, No. 4 (1999): 525-536
- 6) Ayaz Afsar, "A Comparative Study of the Intended Sacrifice of Isaac/Ishmael in the Bible and the Qur'ān." *Islamic Studies* Vol. 46, No. 4 (Winter 2007): 483-498.
- 7) Yvonne Sherwood, "Binding-Unbinding: Divided Responses of Judaism, Christianity, and Islam to the 'Sacrifice' of Abraham's Beloved Son . ." *Journal of the American Academy of Religion* Vol. 72, No. 4 (Dec., 2004): 821-861.

You may also use the following databases in order to find additional sources for the paper: www.ucla.worldcat.org and www.jstor.org

Important Dates:

All Papers are Due at the beginning of class on the following dates:

Close Reading Assignment (week 2)	Oct 6
Paper #1 Draft Due (week 4) —	Oct 20
Paper #1 Draft Returned (week 5) —	Oct 27
Paper #1 Revision (week 6) —	Nov 3
Paper #2 Draft Due (week 9) —	Nov 24
Paper #2 Draft Returned (week 10) —	Dec 1
Final Exam (week 10)	Dec 3
Paper #2 Revision Due by 1pm (finals week) —	Dec 9

Grading:

Attendance and Participation	10%
Final Exam	15%
Reading Quizzes	10%
Close Reading Assignment	5%
Paper #1	25%
Paper #2	35%

***The Writing Center at UCLA**

It is strongly encouraged that students in this class use the Writing Center at least one-time during the quarter. The writing center exists to help students at any level of the writing process, so I would encourage you to visit the writing center as part of the revision process for your papers for this class.

Main Campus – A61 Humanities Building (Mon.-Thurs., 10am – 6pm; Fri., 10:00-3:00pm)

UWC on the Hill – Rieber 115 (for on-campus residents) (Sun.–Thurs., 7 pm–9pm)
 Research PLFs on the Hill – Rieber 115 – Powell Library Inquiry Specialists are offering appointments at Rieber 115 this coming quarter (Sun.–Thurs. 7pm–9pm)

Powell Library – Powell 228 (Sun.–Thurs. 6pm–9pm)

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum.

Our Services

Scheduled appointments

- 50-minute appointments in A61 Humanities
- 30-minute appointments in Reiber 115 (for dorm residents only)
- Work in person with a Peer Learning Facilitator (PLF)

Walk-in appointments

- Walk-in appointments available in A61 Humanities & Reiber 115
- First-come, first-served

Online Writing Center (OWC):

- 50-minute appointments
- Submit your paper online, using Google Docs
- Discuss your paper with a Peer Learning Facilitator, using Google Voice Chat

What you should bring to the Writing Center:

- A draft if you have one
- Preliminary notes or writing if you don't have a draft
- A copy of the assignment
- Instructor or peer comments on your paper
- Copies of readings or research related to the assignment.

Website: www.wp.ucla.edu. Click on “UCLA Writing Center/Make an Appointment.”

CONTACT: 310-206-1320; wcenter@ucla.edu

COURSE SCHEDULE

*Readings are due the day that they are listed in the course schedule.

Week 0

- Sep 24 Introduction to the course
- Keane “Senses and Religion” (CW)
 - Optional-NY Times summary of *The Bible Unearthed*

Week 1

- Sep 29 Jerusalem as Physical and Sacred Space
- Bahat, 10–17
 - Armstrong, “Introduction” and 1–21
 - Familiarize yourself with <http://www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html>

- Oct 1 The Biblical Myths of Jerusalem’s Founding
- “Cultural Contexts” article (course website)
 - Hebrew Bible (New Oxford Annotated Bible=NOAB)/The Book of Genesis chapter 22; The Book of Exodus chapters 19–24
 - Armstrong, 22–36
 - Eliade, *The Sacred and the Profane*, 20–65 (“Sacred Space and Making the World Sacred”) (course website=CW)

Discussion Section: Close Reading Exercise on Psalm 46; for section this week be sure that you have read “The Writing Process” at the following site: <https://owl.english.purdue.edu/owl/section/1/1/>. Read the following short essay for section: read the following short essays on “How To Do a Close Reading”: <http://writingcenter.fas.harvard.edu/pages/how-do-close-reading>

Week Two

- Oct 6 The Davidic Dynasty and Jerusalem
- Hebrew Bible/The Book of Judges, chapters 19-21

- Hebrew Bible/The Book of 2 Samuel, chapters 5–7 and 24 (NOAB)
- Armstrong, 37–47
- Bahat, 18–26

Close Reading Assignment Due at beginning of lecture!

- Oct 8 Solomon’s Jerusalem: The Building of the First Temple
- Hebrew Bible/The Book of 1 Kings, chapters 6–11
 - Hebrew Bible/The Book of Genesis, 1-2
 - Armstrong, 47–55
 - Monson “The New ‘Ain Dara Temple” (CW)
 - Stager “Jerusalem and the Garden of Eden” (CW)

Discussion Section: **Reading Quiz #1** (Bahat 10–17 and Armstrong, 22–47); the read quiz will include a map and the timeline on page 13 of the syllabus up to the date 20 BCE. Read <https://owl.english.purdue.edu/owl/resource/545/01/> Thesis Statement, Why writing well matters.

Week 3

- Oct 13 Hezekiah and Zion Traditions: Jerusalem in the Orbit of Assyria
- Hebrew Bible/The Book of 2 Kings, chapters 16–20
 - Hebrew Bible/The Book of Psalm 48
 - “Sennacherib’s Campaign against Judah” (CW)
 - Armstrong, 56–71
 - Bahat, 26–33

- Oct 15 Jerusalem between Exile and Return
- Hebrew Bible/The Book of 2 Kings, chapters 21–25
 - Hebrew Bible/The Book of Lamentations
 - Hebrew Bible/The Book of Ezekiel, chapters 1, 8-11
 - Armstrong, 72-78

Discussion Section: **Reading Quiz #2** (Armstrong 47–71). Topic Sentences, Transitions, and Biblical Passages for first paper.

Week 4

- Oct 20 Jerusalem and the Temple in the Second Temple Period
- Hebrew Bible/The Book of Ezekiel, chapters 1, 8–11, 47

- Hebrew Bible/The Book of Ezra, chapters 1, 3, 10
- Apocrypha/1 Maccabees, chapters 1-2, 4-6
- Apocrypha/2 Maccabees, chapters 4-7, 10
- Armstrong, 79–124
- Bahat, 34-36

Paper #1 Draft Due at beginning of Lecture!

Oct 22 Jerusalem and Sectarianism in the Late Second Temple Period

- Dead Sea Scrolls
- The New Testament
- Article TBD

Discussion Section: **Reading Quiz #3** (Armstrong 72-102). Bring a new copy of your draft of Paper #1 to class this week and highlight all of your topic sentences in the essay. Read the following for section:
<http://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

Week 5

Oct 27 Herod's Jerusalem and the First Jewish Revolt

- Josephus, "How Herod Rebuilt the Temple," *Antiquities of the Jews* (CW)
- Armstrong, 125–142
- Bahat, 40-48

Paper #1 Draft handed back in Lecture!

Oct 29 Images of Jerusalem in Early Christian Literature

- New Testament/Gospel of Luke, chapters 2, 19–24
- New Testament/Gospel of Matthew, chapters 21, 24, 26–28;
- New Testament/The Acts of the Apostles, chapters 1, 3, 6–9
- Armstrong, 142–152

Discussion Section: **Reading Quiz #4** (Armstrong 103–142). Strategies for Revising Paper #1; for section read the following short articles at <https://owl.english.purdue.edu/owl/resource/689/1/> and <https://owl.english.purdue.edu/owl/resource/561/05/> and <http://writingcenter.fas.harvard.edu/pages/developing-thesis>. You will use the strategy described in these articles for discussion.

Week 6

Nov 3 The Second Jewish Revolt and Early Rabbinic Judaism

Paper #1 Revision Due at the Beginning of Lecture!

Nov 5 The New Jerusalem: The Holy City in the Early Byzantine Period

- Armstrong, 153–216
- Bahat, 64–87

Discussion Section: **Reading Quiz #5** (Armstrong 153–216); Strategies for Getting Started on Paper #2 and footnoting.

Week 7

Nov 10 Jerusalem between Christianity and Islam

- The Quran/Surah 17
- Neuwirth, “The Spiritual Significance of Jerusalem in Islam” (CW)
- Mourad, “The Symbolism of Jerusalem in Early Islam (CW)
- Armstrong, 217–244

Nov 12 From the Holy Mosque to the Furthest Mosque: Jerusalem in Early Islam

- The Quran/Surah 17
- Rabbat, “The Meaning of the Dome of the Rock” (CW)
- Rubenstein, “What Was At Stake in the Parting of the Ways between Judaism and Christianity?” (CW)
- Armstrong, 245–270
- Bahat, 88-99

Discussion Section: **Reading Quiz #6** (Armstrong 217–270); Bring an outline for paper #2 to section. You must read the following <https://owl.english.purdue.edu/owl/resource/544/1/>. Your outline must adhere to the Alphanumeric Outline on the Sample Outline on this link.

Week 8

Nov 17 Abraham and Judaism, Christianity, and Islam

- The Quran/Surah 33:99-122
- The New Testament/Book of Hebrews, Chapter 11
- The New Testament/Book of Romans, Chapter 4:5-8
- “Ishmael and Isaac: An Essay on the Divergent Moral Economies of the Qur’ān and the Torah” (CW)

- Lambrecht, “Abraham and His Offspring A Comparison of Galatians 5,1 with 3,13” (CW)
- Afsar, “A Comparative Study of the Intended Sacrifice of Isaac/Ishmael in the Bible and the Qur’ān” (CW)

- Nov 19 Late Islamic Jerusalem and the Crusaders
- Cowdrey, “Pope Urban II’s Preaching” (CW)
 - Armstrong, 271–294
 - Bahat, 100-119

Discussion Section: **Reading Quiz #7** (Armstrong 271–294); Discuss articles and passages for paper #2.

Week 9

- Nov 24 Jerusalem and Sacred Space in the Modern Period
- “Balfour Declaration” (CW)
 - Armstrong, 347–430
 - Bahat, 156-163

Paper #2 Draft due at beginning of Lecture!

- Nov 26 Thanksgiving (No Class!)

Week 10

- Dec 1 Wrap-up course/Peer Review

Paper #2 Draft handed back in Lecture!

- Dec 3 **Final Exam** (taken in lecture)

Finals Week

- Dec 9 **Paper #2 Revision Due! (You will only submit an electronic copy of the paper to turnitin.com by 1pm)**

Timeline of Jerusalem's History

Ancient Israel/Early Judaism

1200	Beginning of Iron Age
1000	King David captures Jerusalem
960	Solomon builds First Temple
930	Division of the United Monarchy
745–612	Assyrian Period
722	Destruction of the northern kingdom of Israel
640	Beginning of the reign of King Josiah of Judah
597–539	Babylonian Period
597	First Babylonian deportation
587	Destruction of the First Temple by Babylonians
539–332	Persian Period
539	Edict of Cyrus
515	Rebuilding of temple in Jerusalem (“Second Temple”)
458	Ezra the priest institutes reforms in Jerusalem
332–63	Hellenistic Period
332	Alexander the Great captures Jerusalem
164–63	Maccabean/Hasmonean Period
164	Rededication of the temple by Maccabees
63	Roman general Pompey captures Jerusalem
20 BCE	Herod beginning remodeling “Second Temple”

Early Christianity/Late Roman

4 BCE–30 CE	Life of Jesus of Nazareth
5–67 CE	Life of Paul the Apostle
66	Beginning of First Jewish Revolt
70	Destruction of the Second Temple in Jerusalem
132–135	Roman emperor renames Jerusalem <i>Aelia Capitolina</i>
306–337	Reign of Constantine I
313	Edict of Milan
325	Council of Nicaea
380	Theodosius declares Nicene Christianity official religion of empire
527–565	Reign of emperor Justinian

Early Islam to the Modern Era

570–632	Life of Muhammad
638	Caliph Umar captures Jerusalem
661–750	Umayyad Islamic dynasty controls Jerusalem
692	Completion of the Dome of the Rock
705	Completion of Al-Aqsa Mosque
1009	Al-Hakim destroys Church of the Holy Sepulcher

1095	Pope Urban II calls for the First Crusade
1099	Crusaders conquer Jerusalem
1187	Battle of the Horns of Hattin; Saladin captures Jerusalem
1250	Rise of Mamluk Dynasty
1517–1917	Ottoman Period

COURSE BIBLIOGRAPHY

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New Course Proposal

	Ancient Near East 12W Jerusalem: Holy City	
Course Number	Ancient Near East 12W	
Title	Jerusalem: Holy City	
Short Title	JERUSALEM-HOLY CITY	
Units	Fixed: 5	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 4 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	No	
Major or Minor Requirement	No	
Requisites	English Composition 3	
Course Description	Seminar, four hours. Enforced requisite: English Composition 3. Not open for credit to students with credit for course 10W. Survey of religious, political, and cultural history of Jerusalem over three millennia as symbolic focus of three faiths: Judaism, Christianity, and Islam. Transformation of sacred space as reflected by literary and archaeological evidence through examination of testimony of artifacts, architectural monuments, and iconography in relation to written sources. Study of creation of mythic Jerusalem through event and experience. Development of advanced writing skills and critical thinking. Satisfies Writing II requirement. Letter grading.	
Justification	This new Writing II course will provide advanced graduate students with an opportunity to expand their pedagogical experience making more marketable when they are looking for jobs in academia. In addition, it will allow the department to offer more invaluable courses that will give undergraduate students valuable analytical and writing skills.	
Syllabus	File ANE 12W Syllabus (Fall 2015) Metten.docx was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information		
Grading Structure	Participation: 10% Final Exam: 15% Reading Quizzes: 10% Close Reading Assignment: 5% Paper #1: 25% Paper #2: 35%	
Effective Date	Fall 2015	
Instructor	Name Jennifer Metten	Title Lecturer
Quarters Taught	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Near Eastern Languages & Cultures	
Contact	Name ISAMARA RAMIREZ	E-mail iramirez@humnet.ucla.edu
Routing Help		

ROUTING STATUS

Role: Registrar's Office

Processing Completed

Status:	
Role:	Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704
Status:	Added to SRS on 9/15/2015 3:08:20 PM
Changes:	Title, Instructional Format, TIE Code, Requisites, Description
Comments:	Edited course description into official version; corrected title, format, TIE code, requisites.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status:	Added to SRS on 9/2/2015 4:31:51 PM
Changes:	Title, Short Title, TIE Code
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Approved on 9/2/2015 4:20:10 PM
Changes:	No Changes Made
Comments:	Approved by Writing II Implementation Committee for WII credit. Routing to Doug Thomson in the Registrar's Office.
Role:	FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173
Status:	Approved on 8/20/2015 11:14:05 AM
Changes:	No Changes Made
Comments:	Tremendously detailed syllabus.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 8/12/2015 11:13:41 AM
Changes:	No Changes Made
Comments:	Routing to Joe Bristow for FEC approval.
Role:	Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259
Status:	Approved on 8/11/2015 2:21:43 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 8/11/2015 10:02:37 AM
Changes:	Grading Structure
Comments:	Routing to Dean Schaberg for Humanities approval.
Role:	Department Chair or Designee - Schniedewind, William M (WILLIAMS@HUMNET.UCLA.EDU) - 54165
Status:	Approved on 8/4/2015 3:47:02 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Initiator/Submitter - Ramirez, Isamara (IRAMIREZ@HUMNET.UCLA.EDU) - 53623
Status:	Submitted on 8/4/2015 3:26:09 PM
Comments:	Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045