CAT 1D: SACRED SPACE FORMATION
JERUSALEM: THE HOLY CITY
J. Pantoja
Fall 2017
University of California, San Diego
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Tu/Th 11 am–12:20 pm  PCYNH 109
Office: PCYNH 251
Student Hours: Tues 12:30-1:30 pm/Thurs. 1:30-2:30

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 analyzing the artifacts, architectural monuments, and
iconography in relation to written sources. Prior knowledge of Christianity, Judaism,
Islam or other ancient Near Eastern religions is NOT required or expected. **Course
requirements will focus on the development of writing skills and critical
thinking.**

You will write and revise two essays in this course (Paper #1 and Paper #2). Each essay
emphasizes different aspects of the writing and rewriting process, including how to
advance your ideas in the context of what others have said; how to organize an essay and
maintain its focus; how to use evidence from primary sources effectively and
appropriately; and how to present your ideas clearly to an audience, in text and orally.
Shorter written assignments include: a summary, a film analysis, a reflection portfolio,
and an extra credit opportunity.

REQUIRED READINGS AND TEXTBOOKS:
- Biblegateway (NRSV Version) and *Qur’an*
- Required readings linked on syllabus; also available on the course website (CW)
- Gerald Graff/Cathy Birkenstein *They Say/I Say* (UCSD Bookstore version)

Discussion Sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Tu</td>
<td>1-1:50 pm</td>
<td>HSS 2305B</td>
<td>Corey Howard</td>
</tr>
<tr>
<td>D2</td>
<td>Tu</td>
<td>2-2:50 pm</td>
<td>HSS 2305B</td>
<td>Corey Howard</td>
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<tr>
<td>D3</td>
<td>Tu</td>
<td>3-3:50 pm</td>
<td>HSS 2305B</td>
<td>Christina Aushana</td>
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<tr>
<td>D4</td>
<td>Tu</td>
<td>4-4:50 pm</td>
<td>HSS 2305B</td>
<td>Christina Aushana</td>
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<tr>
<td>D5</td>
<td>Tu</td>
<td>5-5:50 pm</td>
<td>HSS 2305B</td>
<td>Zach Hill</td>
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<tr>
<td>D6</td>
<td>Tu</td>
<td>6-6:50 pm</td>
<td>HSS 2305B</td>
<td>Zach Hill</td>
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<tr>
<td>D7</td>
<td>Tu</td>
<td>7-7:50 pm</td>
<td>HSS 2305B</td>
<td>Gina Srmabekian</td>
</tr>
<tr>
<td>D8</td>
<td>Th</td>
<td>8-8:50 am</td>
<td>Centr 205</td>
<td>Michael Matsuno</td>
</tr>
<tr>
<td>D9</td>
<td>Th</td>
<td>9-9:50 am</td>
<td>Centr 205</td>
<td>Michael Matsuno</td>
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<tr>
<td>D10</td>
<td>Th</td>
<td>10-10:50 am</td>
<td>Centr 205</td>
<td>Michael Matsuno</td>
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</table>
COURSE REQUIREMENTS

1) Course attendance and participation (15%). Student participation is vital to the collaborative learning process. Lectures on course content will be interactive and students are encouraged to ask questions and comment on the material. You need to be in class to participate; habitual tardiness or missing classes will dramatically reduce your participation grade. On-time attendance in lecture, section is required. There will also be a mandatory Library Workshop week 6. Please notify your TA if you must be absent for illness or family emergency. Excessive absences (more than three class sessions, either lectures or sections) may be grounds for failing the course. See CAT Policies for a description of what is considered “A level” class participation.

2) Written Assignments (2 papers; 1 Summary; 1 Film Analysis: 50%).
   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 must be submitted to be considered for a full grade.
      4. Late papers will be marked down ½ grade per day (beginning in class). All drafts of papers will also be turned in using Turnitin.com.
      5. All papers not submitted to Turnitin by midnight on due date will be reduced ½ grade. Papers will not be returned if there is not Turnitin submission.
   b. Minimum page requirements are for complete pages of text
      ❏ A 2 to 3 page paper, for example, will include a minimum of two COMPLETE pages of text.
   c. 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 (UCSD Academic Honesty)

3) Group presentation (10%). Group presentations will take place in discussion section weeks 5 (Thursday sections only), week 6, & week 7 in conjunction with Paper #2.

4) Midterm Exam (15%). There will be a cumulative midterm exam week 7. This exam will consist of multiple-choice, fill in the blanks, dates, passage identification, and a series of essays. A review sheet will be posted on the course website by week 3.
5) CAT 1 Portfolio (10%). Uploaded to TritonEd by Wednesday, December 13-3pm. The template for the portfolio will be on the course website under “CAT 1 Portfolio” by week 9, as well as specific instructions.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Summary Due (week 3)</td>
<td>Oct 17</td>
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<tr>
<td>Paper #1 Draft Due (week 4)</td>
<td>Oct 24</td>
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<tr>
<td>Paper #1 Returned (week 5)</td>
<td>Oct 31</td>
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<tr>
<td>Group Presentations (weeks 5, 6, 7)</td>
<td>Oct 31-Nov 14</td>
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<td>Library Visit (week 6)</td>
<td>Nov 6-9</td>
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<tr>
<td>Paper #1 Final Draft Due (week 6)</td>
<td>Nov 9</td>
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<tr>
<td>Midterm Exam (week 7)</td>
<td>Nov 16</td>
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<tr>
<td>Presentation Reflection Draft Due (week 9)</td>
<td>Nov 28</td>
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<tr>
<td>Extra Credit Assignment Due (week 10)</td>
<td>Dec 5</td>
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<tr>
<td>Film Analysis Due (week 10)</td>
<td>Dec 7</td>
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<tr>
<td>Presentation Reflection Returned (week 10)</td>
<td>Dec 7</td>
</tr>
<tr>
<td>Upload CAT 1 Portfolio by 3pm (Finals Week)</td>
<td>Dec 13</td>
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**GRADING BREAKDOWN:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
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<tr>
<td>Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Presentation Reflection</td>
<td>10%</td>
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<tr>
<td>Film Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>CAT 1 Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit (TA discretion)</td>
<td>+3%</td>
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Paper Topics

**Paper #1: Jerusalem as Sacred Space in the Biblical Literature (Analytical Writing, 20%): 2-3 pages (500-750 words) in length.**

The goal of this paper is to explore how certain biblical texts describe the process by which Jerusalem became known as sacred space.

Prompt: Choose 3 of the following passages and discuss which expressions and events found in these texts are the most important in conveying that Jerusalem was a holy city in ancient Israel. How do these passages align with Eliade’s sacred space criteria? How do they differ? What are some of the challenges associated with using these particular passages to illustrate sacred space formation? What are some of the advantages?

Biblical texts: Genesis 2-3; Genesis 22; Exodus 15:1-18; Deuteronomy 12:1-19; 2 Samuel 5-7; 2 Samuel 24; 1 Kings 6-9; 2 Chronicles 3:1–2; Psalm 46; Psalm 48.

- Analytical Paper of 2-3 pages (500-750 words)
- **Goals:** Thesis writing; Development of analytical writing skills; Critical reading of texts; Outlining; Revision
- Use MLA format for the paper

**Paper #2: Multimodal Project (Presentation 10%; Presentation Reflection Paper (Reflection Writing, 10%): 1-2 pages in length (250-500 words).**

The goal of this assignment is to synthesize your knowledge of sacred space formation by researching, presenting, and reflecting on a site of your choosing. While the presentation is a group project, each student will write their own reflection paper.

Prompt: All of the world’s major religions are associated with a holy site(s). What makes a place sacred? What is the difference between sacred and profane space? Are there specific criteria a place must meet to be considered sacred space? Why are certain places the cause of violent uprisings, whereas other sites maintain a peaceful presence?

1) Choose a recognized sacred location in the world (i.e., Mecca-Saudi Arabia, Shwedagon Pagoda-Myanmar, The Lotus Temple-India, etc.).
2) Research online the origin, history, and traditions associated with the site.
3) Create a fifteen-minute presentation illustrating your findings (groups of 4). Your final slide should list 3-4 questions for group discussion.
4) Summarize your findings in written form: **Critical Reflection (1-2 pages).**
5) Each group in the discussion section should choose a separate sacred location, so that two groups do not present on the same site.

Some questions to consider:

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4
When did this location become recognized as a holy site? What religious tradition is associated with this particular locality? Does this site attract pilgrims? What rituals are associated with this place? What role has the media played in acknowledging this site in the last few decades? How has the geographical location of this sacred site influenced the economic or political spheres of the surrounding area?

- Group Presentation and Critical Reflection (1-2 pages; 250-500 words)
- Goals: Collaboration with peers; summarizing information found online; compiling a response to a specific topic; reflection of the entire process.

Useful Resources

1) [Google Calendar Link](#)-Important dates/Assignments for Class
2) Writing Resources:
   - [Sixth Writing Studio](#)
   - [Hub Writing Center](#)
   - [OASIS](#)
   - Helpful Videos/Handouts-on TritonEd under “Writing Resources”
3) [CAT General Policies](#)-Also on TritonEd under “Syllabus”
   - Pay attention to what is considered “A grade” for participation
   - Pay CAREFUL attention to the definition of “Academic Integrity”
4) [CAT 1 Rubric](#)
   - also on TritonEd under “Syllabus”
5) Optional Extra Credit (1%). Read the assigned reading and compose three questions that show deep engagement with the material. The article and expectations for the assignment will be sent out week 7.

Pantoja Classroom Expectations

“We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment” (excerpt from UCSD’s Principles of Community).

My classroom is a place where ideas are generated and discussed. We will not all agree on every single issue, but my expectation is that we will respect one another and think carefully about our word choice. I strive to foster a community of shared humanity where all students are appreciated and supported.
COURSE SCHEDULE
*Readings are due the day that they are listed in the course schedule.

Week 0

Sep 28  Jerusalem: The Center of the World...On the Road to Nowhere
  ● “A Professor’s Pointers For Success in College”
  ● “On Office Hours”
  ● They Say, I Say, “Entering the Conversation,” 1-15

Discussion: No discussion section week 0

Week 1

Oct 3  Jerusalem as Physical and Sacred Space
  ● Bahat, 10–17 (CW)
  ● Armstrong, “Introduction” and 1–21 (chapter 1)

Oct 5  The Biblical Myths of Jerusalem’s Founding
  ● Hebrew Bible: Genesis 22; Exodus 19–20
  ● Armstrong, 22–36 (chapter 2)
  ● Eliade, The Sacred and the Profane 8-65 (CW)

Discussion: Ch 1 They Say, I Say, “They Say,”19–29; MLA Formatting.

Week Two

Oct 10 The Davidic Dynasty and Jerusalem
  ● Hebrew Bible/Judges 19-21
  ● Hebrew Bible/2 Samuel 5–7 and 24
  ● Schultz, “Sacred Space” (CW)
  ● Armstrong, 37–46 (chapter 3; 1st half)

Oct 12 Solomon’s Jerusalem: The Building of the First Temple
  ● Hebrew Bible/1 Kings 6–11
  ● Hebrew Bible/Genesis, 1-2
  ● Armstrong, 47–55 (chapter 3; 2nd half)
  ● Stager, “Jerusalem and the Garden of Eden” (CW)

Discussion: Ch 2 They Say, I Say, “Her Point Is,” 30-41; Thesis statement and argument. Choose groups for presentation.
Week 3

Oct 17  Hezekiah and Zion Traditions: Jerusalem in the Orbit of Assyria
  ● Hebrew Bible/ 2 Kings 16–20
  ● Hebrew Bible/Psalms 48
  ● “Sennacherib’s Campaign against Judah” (CW)
  ● Armstrong, 56–78 (chapter 4)

Summary due at beginning of lecture (click here for prompt)

Oct 19  Jerusalem in the Second Temple Period
  ● Hebrew Bible/2 Kings 21–25
  ● Hebrew Bible/Lamentations 1
  ● Hebrew Bible/Ezekiel 1, 8-11
  ● Hebrew Bible/Ezra 10
  ● Armstrong, 79–102 (chapter 5)

Discussion: Ch 3 They Say, I Say, “As He Himself Puts It,” 42-51; Outlining, Topic Sentences, and Transitions. Go over Paper #1 prompt.

Week 4

Oct 24  Jerusalem and Sectarianism in the Late Second Temple Period
  ● Fitzgerald, “Archaeology, the Bible and Modern Faith” (CW)
  ● Schiffman, “Origin and Early History of the Qumran Sect” (CW)
  ● Armstrong, 103-124 (chapter 6)

Paper #1 Draft Due at beginning of Lecture!

Oct 26  Jerusalem and the Early Jesus Movement
  ● New Testament/Matthew 1; 5-7 (The Sermon on the Mount)
  ● New Testament/John 1
  ● Josephus, “How Herod Rebuilt the Temple,” Antiquities of the Jews (CW)
  ● Armstrong, 125-152 (chapter 7)

Discussion: Anne Lamont, “Shitty First Drafts”; Peer Review; Group work on Group Presentations. Graded Summary Returned.
Week 5

Oct 31  Yossi Sucary Lecture (more details to come)
  ● Armstrong, 153-173 (chapter 8)

Paper #1 Draft handed back in Discussion!

Nov 2  Images of Jerusalem in Early Christian Literature
  ● New Testament/Matthew 5, 26-28
  ● New Testament/John 2
  ● New Testament/Acts 1-3
  ● Armstrong, 174-216 (chapters 9 & 10)

Discussion: Ch 4 They Say, I Say, “Yes/No/Okay, But,” 55-67; Revision Strategies for Paper #1: PEAR Modeling.

Week 6

Nov 7  Jerusalem between Christianity and Islam
  ● The Quran/Surah 96, 45, 43, 29, 21, 20, 14, 12, 2
  ● Neuwirth, “The Spiritual Significance of Jerusalem in Islam” (CW)
  ● Armstrong, 217–244 (chapter 11)

Nov 9  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)
  ● Mourad, “The Symbolism of Jerusalem in Early Islam” (CW)
  ● Armstrong, 245–270 (chapter 12)

Discussion: Ch 5 They Say, I Say, “And Yet,” 68-77; Group Presentations; Instructions for Paper #2: Presentation Reflection.

Paper #1 Revision Due at the Beginning of Lecture!

Week 7

Nov 14  Midterm Review & Abraham in Judaism, Christianity, and Islam
  ● The Quran/Surah 37:99-122
  ● The New Testament/Hebrews 11
  ● The New Testament/Romans 4:5-8
  ● Alam “Ishmael and Isaac” (CW)
  ● Rubenstein “What was at Stake in the Parting of the Ways” (CW)
Discussion: Ch 6, *They Say, I Say*, “Skeptics May Object,” 78-91; Group Presentations (Tuesday only).

**Nov 16**  
**MIDTERM** [here is the study guide]

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**Week 8**

**Nov 21**  
The Crusades: Violence and Religion  
- Cowdrey, “Pope Urban II’s Preaching” (CW)  
- Armstrong, 271–322 (chapter 13 & 14)

**Nov 23**  
**Thanksgiving Holiday-no class!**

Discussion: Ch 7, *They Say, I Say*, “So What? Who Cares?” 92-101; DISCUSSIONS CANCELLED THIS WEEK

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**Week 9**

**Nov 28**  
Late Islamic Jerusalem/The Modern Period  
- “Balfour Declaration” (CW)  
- Laurent and Riedlmayer, “Restorations of Jerusalem” (CW)  
- Armstrong, 347-370 (chapter 16)

**Reflection Paper Draft due at the beginning of lecture:**

**Nov 30**  
Film on The Temple Mount and Discussion  
- El-Khatib, “Jerusalem in the Quran” (CW)  
- Armstrong, 371-397 (chapter 17)

Discussion: Ch 8 *They Say I Say* “As a Result,” 105-120; Film as text. Go over Final Reflection Portfolio template.

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**Week 10**

**Dec 5**  
“Surviving Peace” Documentary  
- Abdul-Wahab Kayyali, “Zionism and Imperialism” (CW)  
- Armstrong, 398-430 (chapter 18)

**Dec 7**  
Discussion of “Surviving Peace” Documentary with the Director, Josef Avesar; Jerusalem and the Future-Concluding Remarks
Film Analysis Due in Lecture!
Reflection Paper Draft handed back in Lecture!

Discussion: Revision strategies; Work on Portfolio.

Extra Credit Questions Due Friday 12/8 at 11:59 pm!

Finals Week

Dec 10  Submit online your CAPE evaluations for the course. Each discussion section that submits 90% of their evaluations, will receive 5 extra points on the midterm exam (for all students in that section).

Dec 13  CAT 1 Portfolio Due (You will only submit an electronic copy of the assignment to TritonEd by 3pm).
## Timeline of Jerusalem’s History (1200 BCE-1914 CE)

### Ancient Israel/Early Judaism

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1200</td>
<td>Beginning of Iron Age</td>
</tr>
<tr>
<td>1000</td>
<td>King David captures Jerusalem</td>
</tr>
<tr>
<td>960</td>
<td>Solomon builds First Temple</td>
</tr>
<tr>
<td>928</td>
<td>Division of the United Monarchy</td>
</tr>
<tr>
<td>745–612</td>
<td>Assyrian Period</td>
</tr>
<tr>
<td>722</td>
<td>Destruction of the northern kingdom of Israel</td>
</tr>
<tr>
<td>640</td>
<td>Beginning of the reign of King Josiah of Judah</td>
</tr>
<tr>
<td>597–539</td>
<td>Babylonian Period</td>
</tr>
<tr>
<td>597</td>
<td>First Babylonian deportation</td>
</tr>
<tr>
<td>586</td>
<td>Destruction of the First Temple by Babylonians</td>
</tr>
<tr>
<td>539–332</td>
<td>Persian Period</td>
</tr>
<tr>
<td>539</td>
<td>Edict of Cyrus</td>
</tr>
<tr>
<td>515</td>
<td>Rebuilding of temple in Jerusalem (“Second Temple”)</td>
</tr>
<tr>
<td>458</td>
<td>Ezra the priest institutes reforms in Jerusalem</td>
</tr>
<tr>
<td>332–63</td>
<td>Hellenistic Period</td>
</tr>
<tr>
<td>332</td>
<td>Alexander the Great captures Jerusalem</td>
</tr>
<tr>
<td>164–63</td>
<td>Maccabean/Hasmonean Period</td>
</tr>
<tr>
<td>164</td>
<td>Rededication of the temple by Maccabees</td>
</tr>
<tr>
<td>63</td>
<td>Roman general Pompey captures Jerusalem</td>
</tr>
<tr>
<td>20 BCE</td>
<td>Herod beginning remodeling “Second Temple”</td>
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### Early Christianity/Late Roman

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 BCE–30 CE</td>
<td>Life of Jesus of Nazareth</td>
</tr>
<tr>
<td>5–67 CE</td>
<td>Life of Paul the Apostle</td>
</tr>
<tr>
<td>66</td>
<td>Beginning of First Jewish Revolt</td>
</tr>
<tr>
<td>70</td>
<td>Destruction of the Second Temple in Jerusalem</td>
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<tr>
<td>132–135</td>
<td>Roman emperor renames Jerusalem <em>Aelia Capitolina</em></td>
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<td>306–337</td>
<td>Reign of Constantine I</td>
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<tr>
<td>313</td>
<td>Edict of Milan</td>
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<tr>
<td>325</td>
<td>Council of Nicaea</td>
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### Early Islam to the Modern Era

<table>
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<tbody>
<tr>
<td>570–632</td>
<td>Life of Muhammad</td>
</tr>
<tr>
<td>638</td>
<td>Caliph Umar captures Jerusalem</td>
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<tr>
<td>661–750</td>
<td>Umayyad Islamic dynasty controls Jerusalem</td>
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<tr>
<td>692</td>
<td>Completion of the Dome of the Rock</td>
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<tr>
<td>705</td>
<td>Completion of Al-Aqsa Mosque</td>
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<tr>
<td>1009</td>
<td>Al-Hakim destroys Church of the Holy Sepulcher</td>
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<tr>
<td>1095</td>
<td>Pope Urban II calls for the First Crusade</td>
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<tr>
<td>1099</td>
<td>Crusaders conquer Jerusalem</td>
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<tr>
<td>1187</td>
<td>Battle of the Horns of Hattin; Saladin captures Jerusalem</td>
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<tr>
<td>1250</td>
<td>Rise of Mamluk Dynasty</td>
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<tr>
<td>1517–1917</td>
<td>Ottoman Period</td>
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