

CAT 1F: SACRED SPACE FORMATION
JERUSALEM: THE HOLY CITY

J. Pantoja

Fall 2018

University of California, San Diego

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MWF 8-8:50 am PCYNH 106

Office: CAT Writing Studio: PCYNH 260 (inside Digital Playroom, which is PCYNH 264)

Student Hours: Wed 9-10 am; Fri 9-10 am



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:

- Karen Armstrong, *Jerusalem: One City, Three Faiths* (New York: Ballantine, 1997)-\$22 new in bookstore; \$16.00 used
- Gerald Graff/Cathy Birkenstein *They Say/I Say* (UCSD Custom version)-\$40 new; \$30 used (you will use this textbook in CAT 1-3 classes)
- [Biblegateway](#) (NRSV Version) and [Qur'an](#)
- Required readings linked on syllabus; also available on the course website (CW)

By the End of CAT 1, Students Should ...

Critical Reading and Writing:

- Find and summarize academic arguments
- Use writing and reading for inquiry, learning, thinking, and communicating
- Identify and explicate a text’s purpose and argument

Genre and Rhetorical Knowledge:

- Understand how genres shape reading and writing
- Critically read across several genres and modes (from written to digital to visual)
- Identify and use genre conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation
- Control such surface features such as syntax, grammar, punctuation, and spelling
- Practice appropriate means of documenting their work

Process

- Develop flexible strategies for generating, revising, editing, and proofreading

Discussion Sections:

F1	952901	M	9-9:50AM	CENTR	206	Maya Vandershuit
F2	952902	M	4-4:50PM	CENTR	206	Tanner Gilliland-Swetland
F3	952903	M	5-5:50PM	CENTR	206	Tanner Gilliland-Swetland
F4	952904	M	6-6:50PM	CENTR	206	Gabriela Rubio
F5	952905	W	9-9:50AM	CENTR	206	Wambui Wainaina
F6	952906	W	4-4:50PM	CENTR	206	Casey Polacheck
F7	952907	W	5-5:50PM	CENTR	206	Casey Polacheck
F8	952908	W	6-6:50PM	CENTR	206	Wambui Wainaina
F9	952909	F	9-9:50AM	CENTR	206	Maya Vandershuit
F10	952910	F	4-4:50PM	CENTR	206	Amartya Bhattacharyya
F11	952911	F	5-5:50PM	CENTR	206	Amartya Bhattacharyya
F12	952912	F	6-6:50PM	CENTR	206	Gabriela Rubio

Course Requirements:

- Course attendance (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.

1. Please notify your TA if you must be absent for illness or family emergency. You may miss up to four lectures and two discussion sections without it affecting your grade. After that, *each additional absence deducts 1/3 of a letter grade* from your final course grade (i.e. an A- would become a B+). Missing 8 or more classes (lecture or discussion section), will result in an *automatic fail* for the course. Excessive tardiness will also impact your grade and may be grounds for an absence.
 2. There will also be a mandatory [Library Workshop during week 6](#). This is in addition to your regularly scheduled discussion section. Failure to attend will reduce your participation by a ½ letter grade (i.e., an A- would become a B+).
 3. You are expected to attend [3 CAT Events](#) during the quarter and write a response. These events are a great opportunity to get out in the community and participate in culture. Failure to attend 3 CAT Events will reduce your participation by a ½ letter grade (i.e., an A- would become a B+).
 4. Lectures for this class will **not** be posted on the course website. However, I will regularly post articles, ideas, and screening questions related to the course and the week's topics.
 5. See [CAT Policies](#) for a description of what is considered “A level” class participation.
- Written Assignments (2 papers; 1 [Summary](#); 1 Film Analysis: 50%)
 1. Papers (First Draft and Revised) turned in at *any* point after the beginning of class are considered late. Late papers will be marked down ½ grade per day (beginning in class). Any draft of a paper more than one week late will not be accepted (will receive a 0 grade). Both drafts and any requested documentation must be submitted to be considered for a full grade.
 2. All papers (including drafts) not submitted to Turnitin by midnight on due date will be reduced ½ grade on the final draft. Papers will not be returned if there is no Turnitin submission.
 3. Word count: Please stay within the assigned word count for each assignment.
 4. Academic integrity of scholarship is essential for any academic community. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the

university defines as violations of academic integrity. More information is available at: academicintegrity.ucsd.edu. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. The UCSD [Sanctioning Guidelines](#) explain integrity offenses in greater detail.

- Group presentation (10%). Group presentations will take place in discussion section weeks 5 & 6 in conjunction with Paper #2: Reflection.
- Impromptu Writings (2: 2.5% each; total 5%). The impromptu class writings are designed to assess your comprehension of the *They Say I Say* textbook. These quick writes will be open book/open notes and will take place on 2 random Fridays throughout the quarter.
- 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 4.
- [CAT 1 Portfolio](#) (5%). Uploaded to TritonEd by Monday, December 10th-3pm.
- Optional Extra Credit (½ grade bump up on Paper #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.

Important Dates:

Summary Due (week 3)	Oct 15
Paper #1 Draft Due (week 4)	Oct 24
Paper #1 Returned (week 5)	Oct 31
Group Presentations (weeks 5 & 6)	Oct 29-Nov 9
Library Visit (week 6)- see schedule here	Nov 5-9
Paper #1 Final Draft Due in lecture (week 6)	Nov 9
Midterm Exam (week 7)	Nov 16
Presentation Reflection Draft Due (week 9)	Nov 26
Presentation Reflection Returned (week 10)	Dec 3
Film Analysis Due (week 10)	Dec 7
CAT Events Due (Week 10)	Dec 7

Upload CAT 1 Portfolio by 3pm (Finals Week)

Dec 10

GRADING BREAKDOWN:

PARTICIPATION	15%
SUMMARY	10%
PAPER #1	20%
MIDTERM EXAM	15%
GROUP PRESENTATION	10%
PRESENTATION REFLECTION	10%
FILM ANALYSIS	10%
IMPROMPTU WRITING	5%
CAT 1 PORTFOLIO	5%
EXTRA CREDIT (PAPER #1)	+½

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 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.). You can also think outside the box on this one. Past topics have included: Ground Zero, Mt. Everest, Boda Gaya, San Diego Mission, The Statue of Liberty, Wall street/Money as Religion, Yosemite, etc.
- 2) Research online the origin, history, and traditions associated with the site.
- 3) Create a fifteen-minute presentation illustrating your findings (groups of 3 or 4). Your final slide should list 3-4 questions to initiate group discussion.
- 4) Summarize your findings in written form: [Critical Reflection/Paper #2 \(1-2 pages; 250-500 words\)](#).
- 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:

When did this location become recognized as a holy site? 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/Paper #2 (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.
- ❑ [Group Presentation Rubric](#)

Useful Resources

- 1) [Google Calendar Link](#)-Important dates/Assignments for Class
- 2) Writing Resources:
 - [Hub Writing Center](#)

- Oct 3 The Biblical Myths of Jerusalem's Founding
- Hebrew Bible: Genesis 22
 - Armstrong, 22–36 (chapter 2)
 - [Eliade, *The Sacred and the Profane* 8-65 \(CW\)](#)
- Oct 5 Introduction to College Writing: Critical Reading/Thinking
- *They Say, I Say*, "[Entering the Conversation](#)," 1-15
 - Ch 1 *They Say, I Say*, "They Say," 19-29
- Discussion: *They Say I Say* overview; MLA Formatting.

Week Two

- Oct 8 The Davidic Dynasty and Jerusalem
- Hebrew Bible/Judges 19-21
 - Hebrew Bible/2 Samuel 24
 - [Schultz, "Sacred Space" \(CW\)](#)
 - Armstrong, 37–46 (chapter 3; 1st half)
- Oct 10 Solomon's Jerusalem: The Building of the First Temple
- Hebrew Bible/1 Kings 7-8
 - Hebrew Bible/Genesis, 1-2
 - Armstrong, 47–55 (chapter 3; 2nd half)
 - [Stager, "Jerusalem and the Garden of Eden" \(CW\)](#)
- Oct 12 How to Summarize
- Ch 2 *They Say, I Say*, "Her Point Is," 30-41
- Discussion: Work on Summary. Choose groups for presentation.

Week 3

- Oct 15 Hezekiah and Zion Traditions
- Hebrew Bible/ 2 Kings 16–20
 - ["Sennacherib's Campaign against Judah" \(CW\)](#)
 - Optional: Armstrong, 56–78 (chapter 4)

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

- Oct 17 *Our Way Back Short Film/Ten Bell Tolls* Short Film
- Hebrew Bible/Lamentations 1
 - [Corrigan Reading](#)-Film Analysis
 - Armstrong, 79–87 (chapter 5; 1st half)
- Oct 19 Israeli Filmmakers: Moshe Rosenthal & Eli Rezik
- Come with Questions to ask Moshe & Eli
 - Turn in written notes from films to TAs

Discussion: Thesis and Argument; work on Paper #1; Group work on group presentations

- Ch 32 *They Say I Say*, “Arguing a Position,” 360-386

Week 4

Oct 22 Jerusalem in the 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)

Oct 24 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, 143-152 (chapter 7; 2nd half)

Paper #1 Draft Due at beginning of Lecture!

Oct 26 Topic Sentences & Transitions

- Ch 4 *They Say I Say*, “Yes/No/Okay, But,” 55-67
- Ch 24 *They Say I Say*, “Editing and Proofreading,” 285-289

Discussion: Anne Lamont, “[Shitty First Drafts](#)”; Peer Review; Group work on Group Presentations.

Week 5

Oct 29 Images of Jerusalem in Early Christian Literature

- New Testament/Matthew 5
- New Testament/John 2
- New Testament/Acts 1-3
- Optional: Armstrong, 174-193 (chapters 9)

Oct 31 Jerusalem between Christianity and Islam

- The Quran/Surah 21, 20, 14, 12, 2
- Neuwirth, “[The Spiritual Significance of Jerusalem in Islam](#)” (CW)
- Armstrong, 217-244 (chapter 11)

Paper #1 Draft handed back in Lecture!

Nov 2 The Magic Happens in the Revision: PEAR Modeling

- Ch 5 *They Say I Say*, “And Yet,” 68-77

- Ch 11 *They Say I Say*, “He Contends,” 139-159

Discussion: Group Presentations

Week 6

- Nov 5 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, 257–267 (chapter 12; 2nd half)
- Nov 7 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)
- Nov 9 Instructions for Paper #2: Reflection
- Ch 36 *They Say I Say*, “Reflections,” 411-418

Paper #1 Revision Due at the Beginning of Lecture!

Discussion: Group Presentations

Don't forget to visit library workshop this week! [CLICK HERE FOR SCHEDULE](#)

Week 7

Nov 12 **Veteran's Day-No Class!**

Nov 14 **Midterm Review**

Nov 16 **MIDTERM**

Discussion (Wed & Fri) Work on Paper #2: Reflection

- *They Say I Say* “So What? Who Cares?” 92-102

Week 8

- Nov 19 The Crusades: Violence and Religion
- Cowdrey, “[Pope Urban II's Preaching](#)” (CW)

- Armstrong, 271–289 (chapter 13; 1st half)

Nov 21 **Thanksgiving Holiday-no class!**

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

Discussion (Wed & Fri) Work on Paper #2: Reflection

- *They Say I Say* “So What? Who Cares?” 92-102

Week 9

Nov 26 Late Islamic Jerusalem/The Modern Period

- “[Balfour Declaration](#)” (CW)
- [Laurent and Riedlmayer](#), “Restorations of Jerusalem” (CW)
- Armstrong, 358-370 (chapter 16)

Reflection Paper Draft due at the beginning of lecture!

Nov 28 National Geographic Film on Jerusalem

- El-Khatib, “[Jerusalem in the Quran](#)” (CW)
- Armstrong, 371-397 (chapter 17)

Nov 30 “Surviving Peace” Documentary, part 1

Discussion: Go over Final Reflection Portfolio template.

- Ch 8 *They Say I Say* “As a Result,” 105-120

Week 10

Dec 3 “Surviving Peace” Documentary, part 2

Reflection Paper Draft handed back in Lecture!

Dec 5 Marik Shtern Guest Lecture

- 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!

Extra Credit Questions Due Friday 12/7 at 11:59 pm!

Discussion: Revision workshop Reflection Paper; Work on Portfolio.

Finals Week

Dec 9 **Submit online your CAPE evaluations for the course. Each discussion section that submits 90% of their evaluations, will receive ½ grade bump up on the midterm exam (for all students in that section).**

Dec 10 **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

1200	Beginning of Iron Age
1000	King David captures Jerusalem
960	Solomon builds First Temple
928	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
586	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

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

