

Introduction:

Abraham is the father of nations, the father of the faithful and revered as a first figure among three major world religions: Judaism, Christianity, and Islam. Who is Abraham? What do we know about his story? Why is he so important to so many people? How has his memory been preserved and transmitted? Are those memories “accurate” to the original story? If not, what accounts for the changes? Why have particular memories of Abraham been preserved and nourished? Why have other memories been forgotten? How do the lives and memories of Abraham inform our world today? Globally? Nationally? Locally?



In this course students will gain working knowledge of three major religious traditions (Judaism, Christianity, and Islam). Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world and which still influence us today. Students will also become conversant with modern day religious, social, and political trends on global, national, and community levels that are effected by competing memories of Abraham. In the process students will improve their critical thinking skills—the process of learning to articulate one’s own values, interacting with others on the basis of values, and using values to reason and evaluate.

This course will begin with a careful study of the Abraham stories as preserved in the Old Testament book of Genesis. Then we will devote time to studying the emergence of Judaism and its use of Abraham to create religious identity. Next, we will study the development among some ancient Jews of a new approach to Abraham and how this influenced the emergence of a new religious tradition, Christianity. Then we will explore the foundation of Islam to see how it too looked to Abraham as a guiding figure in religious development. The last portion of the course will be devoted to exploring the persistent memories of Abraham throughout the world today, especially in our own community of Bloomington.

Class Time & Meeting Location

1:25 pm – 3:25 pm M/W/F

(Note: class on Monday, Nov. 21 will be online instruction, do not come to class)

(Note: No class on Wednesday, Nov 23 or Friday, Nov. 25)

October 24 – December 16

Collins Living-Learning Center Basement

Course Objectives:

1. Encourage, practice, and sharpen critical thinking skills
2. Think, write, dialogue, and express yourself critically and cogently
3. Develop researching, interviewing, questioning, and writings skills
4. See and explain patterns and religious themes at work in our own community, nation, and world
5. Demonstrate
 - a. Literacy in certain books and passages of ancient texts (Bible, Qur`an, etc.)
 - b. Understanding of key terms, people, and historical trends in the religions traditions of Judaism, Christianity, and Islam
 - c. Skill in using research tools and applying them to the history of interpretation
 - d. Ability to critically evaluate sources, arguments and the ideas of others (in print, orally, etc.)
 - e. Originality in creating and presenting a research project or paper on one community's memory of Abraham.

My Teaching Philosophy:

I do not believe in the either/or division of “sage on the stage” or “guide on the side.” I believe that a skilled instructor must be both. Students are short-changed when they have poorly educated instructors. Additionally, students lose when they are not expected to be active learners with encouraging coaching from a mentor. The best teachers are experts both in the topic content and in guiding active learning. This is what I bring to the students. I commit to be a primary resource for bringing knowledge and structure to the course (indeed, an “in-struct-or” is one who establishes structure). But I also commit to guide and encourage student active and self-directed learning. Thus this course has been crafted to allow for both options. There is a clearly defined theme in this course which will allow students to see trends in religion and history. However, the journal assignments and research projects will allow students greater autonomy in their educational and intellectual exploration. Finally, there must be some structure to instruction. If not, we are but mindless wanderers in a vast forest of knowledge knowing not where we are or where we are going. If learners have a clearly defined “starting point” they will always be able to judge later where they are in relation to that starting point.

My Learning Philosophy:

I believe that learning best occurs in a social environment, one which encourages thoughtful listening and assessing, collaboration (at defining questions and working towards answers), and feedback. However, since societies are fundamentally comprised of individuals, each individual must spend sufficient time preparing their own heart and mind for contributing to learning in a social environment. For example, no amount of group work will ever increase learning among students who come unprepared to participate. Hence I believe that individuals must first approach learning as an individual quest, defining goals for themselves, seeking avenues to reach those goals, constructing knowledge along the way upon the groundwork of prior learning and experience, *and then* involving others in this process.

Classroom Activities:

About $\frac{3}{4}$ of class time will be devoted to interactive teaching and exploration of themes and issues for the given week. About $\frac{1}{4}$ of the time will be devoted to directed discussion, group work, etc.

Syllabus:

The syllabus details what will occur each day of the class: including reading assignments, themes, and study questions to guide your thinking and studying.

Readings should be completed before class period.

Assignments are to be completed *after* the class period.

Attendance:

Attendance is expected in order to fully experience the learning potential of this course. However, I do not take attendance.

Assignments & Evaluation:

Grading:

I believe that grading should be open and fair. This means that students must know the criteria by which they are judged and that these criteria are applied equitably. To that end, I use rubrics to grade assignments and these rubrics are publicly available to the students. Furthermore, I believe that as learners we are more motivated to perform to our potential if we have a stake in establishing the grading values and criteria. So, early in the semester I will invite students to suggest modifications to the rubrics; changes will only be introduced through common consent. I do not grade on a curve. Students will be rewarded appropriate to their achievement (A, B, etc.).

Evaluation:

Students will be evaluated on the following forms of output:

Daily journal or study sheets (20% of total grade); students choose one or the other for each class period; each counts 1% of semester grade. These assignments help fulfill course objectives 1, 2, 3, 5b, and 5d. By preparing a journal entry or study sheet for each class period, students will come better prepared to participate in the class discussion, with written documents in hand,

1. Journal—
 - a. 400-600 words per assignment. Allow students to more fully engage the idea presented in the class
 - b. College work is just that—*work*. It involves reading, thinking and action. Writing is a powerful way to make thinking explicit, and thinking is a basis for belief and action.
2. Study sheets—
 - a. Short, one page with questions and exercises related to readings and/or topics for the day it is assigned (e.g. a study sheet due on a Friday will cover the readings and topic material for that Friday class)
 - b. These will be straightforward allowing the students to improve in areas such as knowledge, comprehension, synthesis, analysis, and evaluation of texts and ideas that we study.

Five (5) projects (75% of total grade). One project per unit

Please note that with projects 2, 3, and 4 you have a choice of two options each time. However, over the course of the three projects you must do at least Option A once and Option B once.

1. Project #1 Unit 1 (10%). This project is tied to course objectives 1 and 2. (Due Monday, October 31)
 - Using your retelling of the Abraham story (your Monday, October 24 journal entry where you retold the Abraham story in your own words, writing as much as you needed to tell it the way you think is most appropriate) in two paragraphs explain why you have highlighted some aspects of the Abraham story and “forgotten” others; what personal values of yours are implicit and/or explicit in your story?
2. Project #2 Unit 2 (10%). (Due Monday, November 7)
 - *Option A*: 1000 word essay (This assignment option is tied to course objectives 1, 2, 3, 4, 5a, 5b, 5c, and 5d)
 - I will give you a short passage about Abraham from an ancient Jewish text that you have not seen and ask you to explain
 - how it imagines Abraham
 - why it imagines Abraham this way
 - what Jewish community it might come from
 - how this “life” of Abraham played a social and religious role in the community
 - if this text is “accurate” to the story of Abraham
 - what social or religious issue of today this version of Abraham could address
 - *Option B*: 1000 word essay (This assignment option is tied to course objectives 1, 2, and 3)
 - Read and review another student’s retelling of the Abraham story? How do they tell their story? Why? What does their story suggest about their culture? Values? Beliefs? What might be the consequences of such culture and values? How has their retelling affected your perception of Abraham? Your values?
3. Project #3 Unit 3 (15%) (Due Wednesday, November 16)
 - *Option A*: 1000 word essay (This assignment option is tied to course objectives 1, 2, 3, 4, 5a, 5b, 5c, and 5d)
 - I will give you a short passage about Abraham from an ancient Christian text that you have not seen and ask you to explain
 - how it imagines Abraham
 - why it imagines Abraham this way
 - what Christian community it might come from

- how this “life” of Abraham played a social and religious role in the community
- if this text is “accurate” to the story of Abraham
- what social or religious issue of today this version of Abraham could address
- *Option B*: 1000 word essay (This assignment option is tied to course objectives 1, 2, and 3)
 - Read and review another student’s retelling of the Abraham story? How do they tell their story? Why? What does their story suggest about their culture? Values? Beliefs? What might be the consequences of such culture and values? How has their retelling affected your perception of Abraham? Your values?
- 4. Project #4 Unit 4 (15%) (Due Monday, November 30)
 - *Option A*: 1000 word essay (This assignment option is tied to course objectives 1, 2, 3, 4, 5a, 5b, 5c, and 5d)
 - I will give you a short passage about Abraham from an ancient Islamic text that you have not seen and ask you to explain
 - how it imagines Abraham
 - why it imagines Abraham this way
 - what Islamic community it might come from
 - how this “life” of Abraham played a social and religious role in the community
 - if this text is “accurate” to the story of Abraham
 - what social or religious issue of today this version of Abraham could address
 - *Option B*: 1000 word essay (This assignment option is tied to course objectives 1, 2, and 3)
 - Read and review another student’s retelling of the Abraham story? How do they tell their story? Why? What does their story suggest about their culture? Values? Beliefs? What might be the consequences of such culture and values? How has their retelling affected your perception of Abraham? Your values?
- 5. Project #5 Unit 5 (25%) Choose either a qualitative approach or a historical approach (Due Wednesday, December 14)
 - *Qualitative research project* (this assignment is tied to course objectives 1, 2, 3, 4, 5b, 5d, 5e)
 - Interview/observe Bloomington residents (preferable from one of the three religious traditions we have studied), to describe their views on Abraham and how his story informs their life; how do your findings relate to current trends and issues in our society?
 - Develop research topic
 - develop interview questions

conduct interviews

analyze and synthesize findings

write up 12-15 page report

- *Historical research project* (this assignment is tied to course objectives 1, 2, 3, 4, 5a, 5b, 5c, 5d)
 - choose one community and explore their use and interpretation of Abraham over many years as accessed through historical records; how do your findings relate to current trends and issues in our society?

Develop research topic

Gather resources

Analyze and synthesize findings

Write up 12-15 page paper

Presentation of final project (5%)

- present your research findings of project 5 to the class (this fulfills objectives 2 and 5e)

Late Policy

Assignments are due at the beginning of class, otherwise they are marked as one day late. Each day that an assignment is late will be dropped ½ grade point. So a B paper that is two days late will be marked down to a C+.

Academic honesty

Cheating, plagiarizing, etc., will not be tolerated. I trust each of you to use your gifted mind to share your own thoughts. If you use the thoughts of others I expect proper references. If you plagiarize you will receive an automatic “0” on that assignment and possible expulsion from the class.

Learn about plagiarism for Extra Credit

To learn more about plagiarism and how to avoid it you can earn ten (10) points towards your final grade for completing this tutorial <http://www.indiana.edu/~istd/>. To learn more about proper citation please see:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html>

Academic Conduct

To learn more about IU’s code of academic conduct please see:

<http://www.dsa.indiana.edu/Code/index1.html>

Oncourse

What is Oncourse? Oncourse is a user-friendly, online learning environment, and learning management system (LMS) originally built by Indiana University. Think of it as a classroom, library, coffee-house, student lounge, and instructor office all rolled into one. If you have never used Oncourse before, it is a simple tool to use. Become familiar with this environment by reading the document entitled “Student Guide to Oncourse.” I also invite

you to take the easy Oncourse tutorial which can be found here:

<https://oncourse.iu.edu/help/studenthelp.html>. And if you have questions, just ask.

Learning Tips for This Course

We have a condensed time frame during the second fall session. We have eight weeks to cover all the material from a sixteen-week course. To maximize your learning experience you should plan to spend two (2) hours outside of class for each hour of class time

- Be willing to contact me with any questions: thalver@indiana.edu
- If you are looking for general support with college study skills and habits please contact the SAC (Student Academic Center). They have many resources to support good study skills and habits: <http://www.indiana.edu/~sac/>

Special Needs

If you have learning disabilities or any special needs, please inform me immediately at thalver@indiana.edu so that we can make appropriate arrangements for this to be a successful learning experience for you. You should also contact and document these learning needs with the IU Office “Disability Services for Students”

<http://www.indiana.edu/~iubdss/>.

Schedule Conflicts

If you have any time conflicts with any assignments, exams, or classes, you must notify me by the end of week one. Arrangements can be made to accommodate for religious observances, IU sponsored extracurricular events (such as if you are an athlete) etc. But again, you must notify me by Monday, October 31.

Office Hours

Please feel free to contact me at any time via email to arrange for a meeting thalver@indiana.edu; my schedule is flexible and accommodating. You can also reach me at home at 812.335.0738 (no calls after 10 pm please).

Readings

Required Texts (can be purchased at the bookstore)

1. *HarperCollins Study Bible: New Revised Standard Version*
2. *Introduction to Christianity*, by David Brakke, Jason Bivins, Mary Jo Weaver (1997)
3. *From Text to Tradition: A History of Second Temple & Rabbinic Judaism*, by Lawrence Schiffman (1991)
4. *Introduction to Islam*, by Frederick Mathewson Denny
5. (There is also a small course packet that you can purchase, or you can access the same readings on E-reserve for free)

The following readings are found on E-Reserve

1. *The Old Testament Pseudepigrapha: Volume 2*. Edited by James H. Charlesworth. New York: Doubleday, 1985.
Please read the following (pp. 873-897):
 - Pseudo-Eupolemus
 - Cleodemus Malchus
 - Artapanus (only the fragment on Abraham)

2. *The Complete Dead Sea Scrolls in English*. Geza Vermes. New York: Penguin Books, 1997. Pp. 98-103, 453-459
3. *Theology in Conflict: Studies in Paul's Understanding of God in Romans*. Halvor Moxnes. Leiden: Brill, 1980. pp. 164-169. BS2665.2 .M69
4. *A History of Islamic Societies (2nd Edition)*. Edited by Ira M. Lapidus. Cambridge: Cambridge University Press, 2002. Chapters 14-15, 23, 25. DS35.63 .L37
5. *The Jew in the Modern World: A Documentary History (2nd Edition)*. Edited by Paul Mendes-Flohr & Jehuda Reinharz. New York: Oxford University Press, 1995.
 - a. "On Changes in Judaism" pp. 194-197
 - b. "Science of Judaism, Its Achievements and Prospects" pp. 245-248
 - c. "Reflections of a 'Holocaust Jew'" pp. 292-295
 - d. "An Exchange of Views" pp. 524-528
6. *Abraham on Trial: The Social Legacy of Biblical Myth*. Carol Delaney. Princeton: Princeton University Press, 1998. pp. 233-250, 289-293. BS1238 .S24 D44 1998

Syllabus and Readings

Topic 1: Abraham in Ancient Memory: Genesis

Day 1 (Monday, October 24): Introduction

- course structure and purpose
- getting to know you
- grading rubrics and expectations
- intro to critical thinking skills and learning approaches
- training on academic reading (skill of reading ancient texts, or texts from another culture, with confidence)

Assignments:

- 400-600 journal entry on what you know of Abraham and how his story informs your life (this is NOT a research paper!). Do not study to write this, I just want to see what you already know before we jump into the course. Do not read/review the Abraham stories before writing this paper. Simply write all that you know about him and how that informs your life right now. Due Wednesday, October 26.



Day 2 (Wednesday, October 26): Close Reading of the Abraham Story (Gen 11-19)

- How are Abraham's stories told?
- What is included? Left out?
- What philosophical or theological issues does it pose? Resolve?
- What did you learn/notice that you did not know/remember before?

Read:

- Genesis 11-19

Assignments:

- Begin preparing and writing for project 1, due on Monday, October 31.

Day 3 (Friday, October 28): Close Reading of the Abraham Story (Gen 20-25)

- How are Abraham's stories told?
- What is included? Left out?
- What philosophical or theological issues does it pose? Resolve?
- What did you learn/notice that you did not know/remember before?

Read:

- Genesis 20-25

Assignments:

- Turn in daily journal or study sheet for day 3
- Keep preparing and writing for project 1

Topic 2: Abraham Remembered: Israelite Religion and Formative Judaism

Day 4 (Monday, October 31) Formative Judaism: Part 1—Old Testament, Apocrypha, Pseudepigrapha

- What were the major trends of ancient Jewish belief and practice?
- How were ancient Jews participating in the larger world around them?
- How did they identify and imagine themselves?
- What claims to Abraham does Judaism make?

Read:

- “From Text to Tradition” by Schiffman, pp. 17-59, 120-130;
- Hand out on OT & Apocryphal passages that refer to Abraham
- Pseudo-Eupolemus, Cleodemus Malchus, Artapanus (only the fragment on Abraham) 873-897 of volume 2 of Charlesworth (On E-reserve)

Assignments:

- Turn in daily journal or study sheet for day 4
- Project #1 due in class Monday, October 31
- Start working on Project #2
- Choose and submit research topic ideas for final Project #5 by Fri., November 4

Day 5 (Wednesday, November 2) Formative Judaism: Part 2—Philo and Josephus

- What were the major trends of ancient Jewish belief and practice?
- How were ancient Jews participating in the larger world around them?
- How did they identify and imagine themselves?
- How is Abraham used as an identity figure?

Read:

- “From Text to Tradition” by Schiffman, pp. 60-119
- Philo “On the Migration of Abraham” I (1) – II (11); XXV (139) – (142); XXXII (176) – (183)
(<http://www.earlychristianwritings.com/yonge/book16.html>)
- Josephus Book 1, chapters 7 – 8, 12 - 13
(<http://www.ccel.org/j/josephus/works/ant-1.htm>)

Assignments:

- Turn in daily journal or study sheet for day 5
- Keep working on Project #2
- Keep working towards research ideas for project 5



Day 6 (Friday, November 4) Formative Judaism: Part 3—Qumran & Rabbinics

- What were the major trends of ancient Jewish belief and practice?
- How were ancient Jews participating in the larger world around them?
- How did they identify and imagine themselves?
- How is Abraham used as an identity figure?

Read:

- “From Text to Tradition” by Schiffman, pp. 130-239
- Dead Sea Scroll “Community Rule” pp. 98-103 (On E-reserve)
- Dead Sea Scrolls “The Genesis Apocryphon 9-12” 453-459 (On E-reserve)
- “Theology in Conflict” by Moxnes pp. 164-169 (On E-reserve)

Assignments:

- Turn in daily journal or study sheet for day 6
- Submit Project 5 research question today in class
- Keep working on Project 2

Day 7 (Monday, November 7) Modern Judaism

1st hour: Guest speaker—Rabbi Sue Shifron from the Hillel Center at IU

- How has Judaism changed and developed over time?
- What fundamental beliefs, traditions, and rituals has it retained?

Read:

- “From Text to Tradition” by Schiffman, pp. 240-269
- “On Changes in Judaism” in “The Jew in the Modern World” pp. 194-197 (On E-reserve)
- “Science of Judaism, Its Achievements and Prospects” in “The Jew in the Modern World” pp. 245-248 (On E-reserve)
- “Reflections of a ‘Holocaust Jew’” in “The Jew in the Modern World” pp. 292-295 (On E-reserve)
- “An Exchange of Views” in “The Jew in the Modern World” pp. 524-528 (On E-reserve)

Assignments:

- Turn in daily journal or study sheet for day 7
- Keep working towards project 5

Topic 3: Abraham Born Again: The Birth and Development of Christianity

Day 8 (Wednesday, November 9) Early Christianity—The Gospels

- What were key beliefs and practices of Early Christianity?
- How did their understanding of Abraham differ from other Jewish groups?
- How was it similar?
- What claims to Abraham does Christianity make?

Read:

- “Introduction to Christianity” by Weaver, pp. 21-38
- Gospel of Mark 1-2, 8-9, (12) 15
- Matthew 1-5
- Luke 22-24:12
- John 1-2, 8:31-59

Assignments:

- Turn in daily journal or study sheet for day 8
- Project # 2 due today in class
- Submit final research project plan including bibliography for Project #5

Day 9 (Friday, November 11) Early Christianity—The Writings of Paul

- What were key beliefs and practices of Early Christianity?
- How did their understanding of Abraham differ from other Jewish groups?
- How was it similar?
- What claims to Abraham does Christianity make?

Read:

- “Introduction to Christianity” by Weaver, pp. 39-58
- Galatians 3
- Romans 4
- Hebrews 7

Assignments:

- Turn in daily journal or study sheet for day 9
- Start working on Project #3

Day 10 (Monday, November 14): Abraham in the Christian Tradition

- How did various Christian communities imagine the Abraham story?
- What historical circumstances would have encouraged them to remember Abraham in this way?
- What role did the Church Fathers have in defining the direction of the early Christian church?

Read:

- “Introduction to Christianity” by Weaver, pp. 59-113
- Choose to read two of the following
 - Epistle to Barnabas (Chapters 6, 8-9)
<http://www.earlychristianwritings.com/text/barnabas-lake.html>
 - Epistle of Ignatius to the Philadelphians (chapter 9)
http://www.ccel.org/fathers2/ANF-01/anf01-20.htm#P2080_351579
 - Apology of Aristides (chapter II)
<http://www.earlychristianwritings.com/text/aristides-kay.html>
 - Gospel of Philip
“When Abraham [...] that he was to see what he was to see, he circumcised the flesh of the foreskin, teaching us that it is proper to destroy the flesh”
<http://www.gnosis.org/naghamm/gop.html>
 - Marcion (quoted by Irenaeus in *Against Heresies*) 4.8.1-2
<http://www.ccel.org/fathers/ANF-01/iren/iren4.html#Section8>

Assignments:

- Turn in daily journal or study sheet for day 10
- You should be interviewing, researching and writing in preparation for project #5

Day 11 (Wednesday, November 16): Modern Christianity

1st hour: Guest speaker—Jimmy Moore, Assc. Pastor of First United Methodist (Bloomington)

2nd hour: Guest speaker—Father Bob Keller, St. Paul’s Catholic Center (Bloomington)

- Broadly speaking, how is Christianity today similar to ancient Christianity? How is it different?
- What are some of the broad the similarities and difference among Christian groups today?
- Do they agree upon Abraham?
- 1 speaker for 30 minutes then 20 min discussion, another speaker for 30 minutes then 20 min discussion

Read:

- “Introduction to Christianity” by Weaver, pp. 203-263

Assignments:

- Turn in daily journal or study sheet for day 11
- You should be interviewing, researching and writing in preparation for project #5

Topic 4: Abraham Renewed: The Rise of Islam

Day 12 (Friday, November 18): The Rise of Islam

1st hour: Lecture/Discussion

- Historical context for Islam
- When did Islam get its start?
- How did the Islamic faith grow, develop, and spread?
- How did it compete with or cooperate with other lives of Abraham (Judaism and Christianity)?



2nd hour: Guest Speaker—Nathan Ainslie, President of the Islamic Center of Bloomington

- What are basic beliefs and practices of Islam?
- What claims to Abraham does Islam make?

Read:

- “An Introduction to Islam” by F.M. Denny (chapters 2-4, pp. 29-94)

Assignments:

- Turn in daily journal or study sheet for day 12
- Project #3 due today in class
- You should be interviewing, researching and writing in preparation for project #5

Day 13 (Monday, November 21): Abraham in the Islamic Tradition (Online lecture)

- What role has Islam played in the development of the Middle East?
- How had Islam spread throughout the world?
- How is American Islam similar or dissimilar to Islam in the Middle East?

Read:

- “An Introduction to Islam” by F.M. Denny (chapters 5-9) pp. 97-207
- Passages from the Quran
 - Surat 2, vv122-141, 258-260

<http://web.umar.edu/~msaumr/Quran/2.html>

Assignments:

- Turn in study sheet for day 13
- Start preparing for Project #4
- You should be interviewing, researching and writing in preparation for project #5

Topic 5: Abraham Lives Today: Abraham at the Crossroads of Contemporary Religious, Social and Political Issues

Day 14 (Monday, November 28): Modern Middle East

Guest speaker—Lisa Rampton Halverson, Stanford graduate in Middle Eastern Studies (Award winning thesis: “Contested Religious Sites—Hebron and the Tomb of the Patriarchs”)

Read:

- “An Introduction to Islam” by F.M. Denny (chapters 14-16) pp. 315-380
- **Below is supplemental reading only!!**
 - *A History of Islamic Societies* (chapters 14-15, 23, 25), pp. 248-298, 489-511, 535-585 (On E-reserve)

Assignments:

- Turn in daily journal or study sheet for day 14
- You should be interviewing, researching and writing in preparation for project #5

Day 15 (Wednesday (November 30): Abraham in America

- What is the state of religious dialogue today in America among the three different faiths discussed?
- How are Abraham’s children divided? United?
- Why?
- What are some ways in which Abraham has been misread

Read:

- “Abraham on Trial: Biblical Fad Tests Interfaith Dialogue” by Alana Newhouse (2002) accessible at: <http://www.forward.com/issues/2002/02.11.22/news7.html>
- “Abrahamic faiths crack the door to deeper dialogue” by Jane Lampman at <http://www.csmonitor.com/2003/0619/p17s01-lire.html>
- “Sacrificing our Children” chapter 10 of Carol Delaney’s book *Abraham on Trial: The Social Legacy of Biblical Myth*. (On E-reserve)

Assignments:

- Turn in daily journal or study sheet for day 15
 - Journal assignment: attend an interfaith dialogue forum and report on your experience
 - Or study sheet: to be handed out in class
- Project #4 due today in class
- You should be writing in preparation for project #5

Day 16 & 17 (December 2nd & 5th)—Can Abraham Live with Himself?

Our reading and class assignments will be grouped into one activity—discovering Abraham on the internet. We will gain skill in effectively finding information on the internet, judging its value and reliability, analyze several re-creations of Abraham that exist on the internet, and synthesize our findings. More details and instructions to be given in class. Class time this week will be devoted to discussion, showing, and sharing of our discoveries on the internet.



Assignments:

- No journal assignments these days only the internet project
- You should be completing final drafts of researching and writing for project #5

Day 18 & 19 (December 7th & 9th): Abraham in the Bloomington Community 1 & 2

Assignments: Presentations of project 5

Turn in your final paper/presentation by Wednesday, December 14th at 4pm.