

SCRIPTURE AND TRADITION 15: TEXTING GOD
FALL 2015

Instructor: Catherine Murphy
Office: Kenna 323B
Office hours: MW 2:00–3:00 p.m. and by appointment
Phone: (408) 551-1909

SCTR 15.27934
Engineering 106
MWF 10:30-11:35 a.m.
E-mail: cmurphy@scu.edu

Required Books

- | | New / Rent New / Rent Used / E-Book |
|--|---|
| Sergio Cariello, illustrator. <i>The Action Bible: God's Redemptive Story</i> .
Colorado Springs, Colorado: David C Cook, 2010. [ISBN 978-0-7814-4499-6]
<i>You will also need regular access to the complete NRSV Bible, but you can read it
online for free at www.biblia.com/books/nrsv.</i> | [\$27 / \$21.60 / \$5.40 / \$4.99 kindle] |
| Douglas A. Knight and Amy-Jill Levine. <i>The Meaning of the Bible:
What the Jewish Scriptures and Christian Old Testament Can Teach Us</i> .
New York: HarperCollins, 2011. [ISBN 978-0-06-206773-9] | [\$20.00 / \$16 / \$9 / \$4 / \$10.99 kindle] |
| Amy-Jill Levine. <i>Short Stories by Jesus: The Enigmatic Parables of a
Controversial Rabbi</i> . New York: HarperCollins, 2014.
[ISBN 978-0-06-156101-6] | [\$27 / \$21.60 / \$5.40 / \$10.99 kindle] |

Recommended Book

- | | New / Rent New / Rent Used / E-Book |
|---|--|
| Rachel Wagner. <i>Godwired: Religion, Ritual and Virtual Reality,
Media, Religion and Culture</i> . New York: Routledge, 2012.
[ISBN 978-0-415-78145-9 pbk; 978-0-203-14807-5 ebk] | [\$44.95 / \$40.45 / \$20.25 / \$33.71 kindle] |

Course Description

In this course you'll explore how Jews and Christians have scripted their experiences of the sacred using technologies ranging from scrolls, books and oral storytelling to print, film, video games and electronic media. You'll examine how communities determine what counts as their "sacred" scripture and how they perform their core myths in ritual. You'll read those core myths and stories and see how the traditions constantly revised them. You'll also consider how new forms of the script alter the message, focusing on technologies today and how these prompt us to configure new virtual realities that redefine and at times even replace the traditional functions of scripture and religion.

Purpose of the Core Course in Religious Studies

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

Course Learning Objectives

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

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

How to Prepare for Class

Course Website and Camino Page

A website accompanies this course and provides resources for you, such as assignment directions and guidelines, a glossary, a library reserve page, grade reports, and support for your research. It also has a link to our Camino page, where some readings for our course are stored and where you will submit most of your assignments.

Reading, Questions & Study Prior to Class

The readings listed for each day's topic should be prepared before that class. Readings listed as "primary" are those from the Bible (*The Action Bible* and the NRSV online), while those listed as "secondary" are from contemporary authors writing about those traditions (our other textbooks). Class prep pages on the course website introduce the readings and offer a few questions for consideration; if you prepare these, you'll be well prepared for the exams. But by all means write your own questions and observations from the reading; that will help you participate in discussion and prepare gradually for exams—especially if the reading is from a book that you're reading electronically (you can't use a computer in class to check the text).

Where to Find the Readings

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

Questions, Discussion & Lecture

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

Assessment and Grading

Grade Components and Scale

Class Participation (engagement in class activities 10%; oral participation 15%, attendance 5%)	30%
Exams (3 at 10% each)	30%
Texting God: 3 Exercises (2 small exercises 10% each; final culminating exercise 20%)	40%

Scale

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

Oral Participation & Attendance

Class participation is a critical part of this course, since self-expression is an important critical skill to develop (learning objective 3). Class participation includes your informed responses on pop quizzes and in class—during formal lectures, in open question periods, and during small-group activities and class discussion. In order to participate, you've got to come to class (see the attendance policy below) and bring the readings and your typed ideas and questions with you. Your preparation for class, based on your reading and reflection, is a substantial contribution to your classmates, and therefore to your grade. With attendance (which counts for 5%), your participation totals almost a third of your grade (30%).

Texting God: 3 Exercises

There are two short papers and one longer paper due in this class. Each of these are exercises allowing you to configure the scriptures we are reading in light of past or current techniques of interpretation or technologies of the word. Here's a brief description of each; more complete directions and templates for each paper will be posted on the Assignments tab on the course website. The course website also has a style sheet to show you how to format margins, typeface and footnotes. All exercises will be turned in in Microsoft Word and in electronic form at the appropriate assignment drop box on Camino.

Exercise	Due Date
<p>1. <i>Configuring your sacred</i> Create a mash-up of "texts" that communicate what is sacred to you. The mash-up can include lyrics, art, video, stories, poems and/or codes you live by, but whatever form it takes, it needs an accompanying 3-page narrative that defines what "the sacred" is (in dialogue with <i>Godwired</i> ch. 5) and then explains each of your choices in terms of that definition. (<i>learning objective 2</i>)</p> <p>[Topic statement for Texting God Exercise 4 due]</p>	<p>October 5, Monday</p> <p>October 23, Friday</p>
<p>2. <i>Praying the Story</i> Visit a Jewish synagogue or Christian church for one of their characteristic rituals and analyze the modes used in the ritual to communicate the stories central to the religion. The ritual and denomination should be one that you've never seen before, so that you come to it with fresh eyes. Write a three-page paper in which you introduce the religion and denominational context (one paragraph), describe what you witnessed (one paragraph), and then introduce and analyze the separate modes, their interplay, and their function in the practice of the community (<i>learning objectives 1& 2</i>)</p>	<p>November 16, Monday</p>
<p>3. <i>Playing the story</i> Take a major biblical story, such as the exodus or the life of Christ, or a major biblical genre like apocalyptic literature, and then select, analyze and compare three modes of its representation in our culture today (only one mode may be secular). In an eight-page paper, present the historical context of the biblical account (for the life of Christ, you will have to be prepared to study all four accounts in the Bible, and possibly other noncanonical gospels, depending on the contemporary modes you choose), using the NRSV, our textbooks and a high-level biblical commentary like Hermeneia or the Anchor Bible Commentary. Select and examine five professional sources on your chosen modes that help you to analyze the director's or designers' interpretive choices. Then compare how the original context and meaning are similar to and different from the contemporary interpretations, and what this signals about the different culture in which we live. Conclude by revisiting your first paper and considering how you might configure the sacred differently as a result of this exercise or course. Because this final paper is worth more and involves outside reading, a topic statement and list of sources will be due in the fifth week (Friday, October 23). The final paper is due at the end of our final exam period, that is, by 12:10 p.m. on Friday of finals week. (<i>learning objectives 1-3</i>)</p>	<p>December 11, Friday</p>

Examinations

There are three scheduled exams—in the 4th, 6th and 9th weeks of class. Each exam is cumulative of material covered to that point in the course, and will take the whole class period (10% each, 30% total). The exams will consist of text exercises in which you analyze a biblical text, as well as short-answer and longer-answer essays on the readings and course concepts (no true/false or multiple choice questions). Plan to bring a green book to class for each exam. The exams will assess the first and third learning objectives.

Extra Credit

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

Course Evaluation

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

Policies & Protections for You

Attendance

If you're sick or something comes up, please notify the professor in advance or within a week of the missed class. *Remember: You're not doing yourself or anyone else any favors if you come to class sick—you can always make up the work.* Notifying the prof means that the absence is excused; it's unexcused and counts more against your grade if you don't let the prof know. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences (10+% of the course) your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade +.

Academic Integrity

You are expected to collaborate to share ideas, resources, and questions, particularly on group work and exam preparation. This sharing becomes cheating or plagiarism when you present as original the insights or work of another. Work on extra credit, exams and the research paper is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the "Style Sheet" at the course website). If you are caught cheating or plagiarizing on a required assignment, you will receive an "F" on the assignment and in the course, and the matter will also be forwarded for further action to the Office of Student Life.

Disability Accommodation Policy

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with the professor during her office hours within the first two weeks of class. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While the professor is happy to assist you, she is unable to provide accommodations until she has received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations; contact them two weeks in advance of your exam. For more information you may contact Disabilities Resources at 408.554.4109.

Title IX Protections

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408.554.3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com.

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
1	9/21	[-]	INTRODUCTIONS, REVIEW OF SYLLABUS UNIT 1. BASIC CONCEPTS
1	9/23	[19]	HOW DO TEXTS MEAN? <u>Secondary Reading:</u> Stanley Fish, "Is There a Text in This Class?" in <i>Is There a Text in This Class? The Authority of Interpretive Communities</i> (Cambridge, Massachusetts: Harvard University Press, 1980) 303-321 (Camino); online class prep
	9/25	[26]	TECHNOLOGIES OF THE SELF & SOCIAL SEMIOTICS <u>Secondary Reading:</u> Wagner, <i>Godwired</i> chapter 5 (Camino); online class prep
2	9/28	[24]	THE MEDIA ARE THE MESSAGE: FROM ORALITY TO MULTIMODALITY <u>Secondary Reading:</u> Gunther Kress, "Mode," in <i>Multimodality: A Social Semiotic Approach to Contemporary Communication</i> (New York: Routledge, 2010) 79-102 (Camino); online class prep <u>Optional Reading:</u> Dennis Baron, "Writing It Down," in <i>A Better Pencil: Readers, Writers, and the Digital Revolution</i> (New York: Oxford University Press, 2009) 3-18 (Camino)
	9/30	[26]	THE BIBLE DOESN'T SPEAK (& IT ISN'T WELL-HEARD, EITHER) <u>Primary:</u> Genesis 13-19 (read in the NRSV; cf. <i>Action Bible</i> 48-55) <u>Secondary:</u> Holly Joan Toensing, "Women of Sodom and Gomorrah: Collateral Damage in the War against Homosexuality?" <i>Journal of Feminist Studies in Religion</i> 21:2 (2005) 61-74 (Camino); online class prep
	10/2	[23]	POSTMODERN CHALLENGES TO RELIGIOUS NARRATIVES <u>Secondary:</u> Gerald Loughlin, "Postmodern Scripture," in <i>Christian Theologies of Scripture: A Comparative Introduction</i> (ed. Justin S. Holcomb; New York: New York University Press, 2006) 300-322 (Camino); online class prep

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 2. THE JEWISH TANAKH/CHRISTIAN OLD TESTAMENT			
3	10/5	[32]	CRAFTING OUR TEXTS: LITERARY ISSUES <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 2 → Texting God Exercise 1 due in class: "Configuring Your Sacred" (3 pages typed)
	10/7	[22]	THE STORY OF ANCIENT ISRAEL: DISCOVERIES & HISTORICAL FRAMEWORKS <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 1, pp. 1-22; Synopsis of passages in the Dead Sea Scrolls compared to modern Bibles
	10/9	[20]	THE STORY OF ANCIENT ISRAEL: THE RISE & FALL OF KINGDOMS <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 1, pp. 22-41
4	10/12		→ EXAM #1 (bring a green book)
	10/14	[29]	THE STORIES WE PLAY: FILM, ANIMATION, VIDEO GAMES <u>Secondary:</u> Karin Kukkonen, "Popular Cultural Memory: Comics, Communities and Context Knowledge," <i>NORDICOM Review</i> 29:2 (2008) 261-73; Wagner, <i>Godwired</i> chapter 2, pp. 16-33 (both on Camino)
	10/16	[35]	A FUNDAMENTAL SIGN: EXODUS & THE PASSOVER RITUAL <u>Primary:</u> Exodus 1–17 (<i>Action Bible</i> 112-152) <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 6 <u>Video Clip:</u> <i>Exodus: Gods and Kings</i> (Dir. Ridley Scott, 2014)
5	10/19	[44]	A SECOND SIGN: THE COVENANT <u>Primary:</u> Exodus 19–20; 32; 34 (<i>Action Bible</i> 155-161; read the NRSV version of Exodus 19–20 closely) <u>Secondary:</u> Michael A. Meyer, "Scripture in Modern Judaism," in <i>Living Traditions of the Bible</i> (ed. James E. Bowley; St. Louis: Chalice, 1999) 191-206 (Camino); Wagner, <i>Godwired</i> , chapter 2 pp. 33-53 <u>Video Clip:</u> <i>The Ten Commandments</i> (Dir. Cecil B. DeMille, 1956)
	10/21	[32]	PERFORMING CRITICISM: THE JEWISH PROPHETS <u>Primary:</u> Ezekiel 1; 5 and 37; Jeremiah 27 (<i>Action Bible</i> 446-469; read all these passages in the NRSV closely) <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 13
	10/23	[23]	PERFORMING CRITICISM: MUSIC & CONTEMPORARY PROPHECY <u>Secondary:</u> M. E. Dyson, "Performance, Protest, and Prophecy in the Culture of Hip-Hop," <i>Black Sacred Music</i> 5 (1991) 12-24; Michael J. Gilmour, "The Prophet Jeremiah, Aung San Suu Kyi, and U2's All That You Can't Leave Behind: On Listening to Bono's Jeremiad," in <i>Call Me the Seeker: Listening to Religion in Popular Music</i> (ed. Michael J. Gilmore; New York: Continuum, 2005) 34-43 (both on Camino) <u>Music:</u> Find a song that you consider prophetic and bring the lyrics to class → One page topic statement and five professional sources in proper bibliographic format due on Camino before class
6	10/26	[48]	CREATING WORLDS <u>Primary:</u> Genesis 1–11 (<i>Action Bible</i> 17-39; read the NRSV version of Genesis 1–3; 7 closely) <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 7 and pages 295-304

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
6	10/28	[25]	APOCALYPSE: REBIRTHING THE WORLD <u>Primary:</u> Daniel (<i>Action Bible</i> 470-488; read the NRSV version of Daniel 2 and 7 closely) <u>Secondary:</u> Knight & Levine, <i>The Meaning of the Bible</i> chapter 8 pp. 231-232, 239-257
	10/30		→ EXAM #2 (bring a green book)
UNIT 3. THE CHRISTIAN NEW TESTAMENT			
7	11/2	[38]	THE STORY OF JESUS, PART I <u>Primary:</u> <i>Gospel of Mark</i> (Camino) <u>Secondary:</u> Steve Moyise, "Jesus in History," in <i>From Sacred Text to Internet</i> (ed. Gwilym Beckerlegge; Religion Today: Tradition, Modernity and Change; Burlington, Vermont: Ashgate, 2001) 11-34
	11/4	[40]	THE STORY OF JESUS, PART II <u>Primary:</u> <i>Action Bible</i> 519-585 (read the NRSV version of Matthew 1-2 and 5-7 closely) <u>Secondary:</u> Joanne Pearson with Steve Moyise, "Jesus in Film," in <i>From Sacred Text to Internet</i> (ed. Gwilym Beckerlegge; Religion Today: Tradition, Modernity and Change; Burlington, Vermont: Ashgate, 2001) 35-56 <u>Video Clip:</u> Infancy and Sermon on the Mount scenes from <i>The Gospel According to Saint Matthew</i> (Dir. Pier Paolo Pasolini, 1964)
	11/6	[47]	THE STORY OF JESUS, PART III <u>Primary:</u> <i>Action Bible</i> 586-650 (read the NRSV version of Mark 13:1-16:8 closely) <u>Secondary:</u> James H. Cone, "Strange Fruit: The Cross and the Lynching Tree," <i>Journal of Theology for Southern Africa</i> 148 (2014) 7-17 (Camino) <u>Music Clip:</u> Nina Simone, <i>Strange Fruit</i>
8	11/9	[28]	THE STORIES TOLD BY JESUS: AN INTRODUCTION TO THE PARABLES <u>Secondary:</u> Levine, <i>Short Stories by Jesus</i> Introduction (pp. 1-23); Michael Patella, "The Saint John's Bible Project: What's It Worth?" <i>Toronto Journal of Theology</i> 26:2 (2010) 215-19 <u>Optional:</u> Michael Patella, "The Saint John's Bible: Biblical Authority within the Illuminated Word," <i>Word & World</i> 26:4 (2006) 383-91
	11/11	[36]	THE STORIES TOLD BY JESUS: LOST COIN, LOST SHEEP, LOST SON <u>Primary:</u> Luke 15 (<i>Action Bible</i> 600-604; read the NRSV version of Luke 15 closely) <u>Secondary:</u> Levine, <i>Short Stories by Jesus</i> chapter 1 (pp. 25-70)
	11/13	[35]	THE STORIES TOLD BY JESUS: THE GOOD SAMARITAN <u>Primary:</u> Luke 10 (<i>Action Bible</i> 594-598; read the NRSV version of Luke 10 closely) <u>Secondary:</u> Levine, <i>Short Stories by Jesus</i> chapter 2 (pp. 71-106)
9	11/16	[36]	THE STORIES TOLD BY JESUS: THE RICH MAN & LAZARUS <i>Class today will be held in the Archives, 3rd floor southeast corner of the library.</i> <u>Primary:</u> Luke 16:19-31 (not in the <i>Action Bible</i> ; read the NRSV version closely); also, read Luke 11:2-4 <u>Secondary:</u> Levine, <i>Short Stories by Jesus</i> chapter 9 (pp. 247-273); Laura Kelly Fanucci, "Variations on a Theme: Intertextuality in the Illuminations of the Gospel of Luke," <i>Obsculta</i> 2:1 (2009) 21-30 (Camino)
			→ Texting God Exercise 2 due in class: "Praying the Story" (3 pages typed)
	11/18		→ EXAM #3 (bring a green book)

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
9	11/20		CLASS CANCELLED <i>The professor will be attending the annual conference of the American Academy of Religion and Society of Biblical Literature.</i>
	11/23-27		<i>Have a restful and safe Thanksgiving break!</i>
10	11/30	[25]	DECODING THE BIBLE CODE <u>Primary:</u> Michael Drosnin, "The Bible Code," in <i>The Bible Code</i> (New York: Touchstone, 1998) 14-51 (skim; on Camino) <u>Secondary:</u> J. Paul Tanner, "Decoding the 'Bible Code,'" <i>Bibliotheca Sacra</i> 157 (2000) 141-59 (Camino)
	12/2	[25]	DO VIOLENT TEXTS & GAMES MAKE US VIOLENT? <u>Secondary:</u> Wagner, <i>Godwired</i> chapter 7 (Camino)
	12/4	[25]	XBOX APOCALYPSE: ROMAN GAMES, REVELATION & THE SECULAR APOCALYPSE <u>Primary:</u> Revelation 4–7; 13–14; 17–22 (<i>Action Bible</i> 742-743; you'll need to read these chapters in the NRSV, since the <i>Action Bible's</i> treatment is so short) <u>Secondary:</u> Wagner, <i>Godwired</i> chapter 8 (Camino)
11	12/11 F		➔ <i>Texting God Exercise 3, "Playing the Story," due in assignment drop box on Camino by the end of our exam period (12:10 p.m.) (8 pages typed)</i>