

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Hebrew Bible in Translation Heb 2700

Class Number 20607 (Hebrew) or 29131 (Jewish Studies).

Meeting: TBD | W/F 12:45PM - 2:05PM | Lecture | 3 units | Graded A-E | In Person

GEN Foundation: Literary, Visual & Performing Arts

GEL Literature and Diversity: Global Studies

Prof TBD

Course Description

The Hebrew Bible is a foundational document in modern human history. Its stories have inspired great authors, philosophers, political thinker, and others. This course is an introduction to its content. Students will read, discuss, and critique large sections of the Hebrew Bible. In addition to exposure to the Bible's influential stories and poetry, the student will learn and fine-tune the transferable skills of critically investigating written evidence, of deduction and inference, of critical question formulation, and of concise writing. The Hebrew Bible contains content that spans a range of possible human experiences, including stories of violence, such as bodily mutilation, war, (attempted) rape (man-on-woman and woman-on-man), ethnic attacks/genocide, psychological abuse, fratricide, and more. It also contains some of the most important tales of success, underdog victories, and inspirational poetry to be found in the so-called Western Canon.

In the Classroom

Class lessons are discussion oriented. In nearly each lesson students will work in small groups/ breakout sessions as well as participate in a larger discussion that allows them the chance to fine-tune close-reading, deduction, and reasoning skills. Students will be asked to further participate by reading aloud.

Triggers and Tolerance

This is a humanities course that includes content that describes positive and negative human experiences. Some content may trigger students who have experienced negative circumstances themselves. You may excuse yourself from a lesson in such a situation, but send me an email letting me know that this was the reason for your departure. Topics change in a discussion around every seven minutes, so return to the class to see if the content has changed.

How to Succeed in this Class

- Attend.
- Come to class prepared.
- Expect to participate.
- Be open to new ideas. Grappling with challenging new information is the best road to learning.
- Don't procrastinate.
- Treat others in the class respectfully. If something challenges your understanding, respond respectfully and professionally to that challenge.

Teaching Philosophy

Please read my teaching philosophy found on Carmen.

Objectives and Outcomes

Specific

Successful students will learn transferable skills that are pragmatic and valuable for their own majors, minors, and future careers. This course will provide a venue for students to:

1. learn or enhance close-reading and comprehension skills of culturally sensitive literature and documents.
2. practice forming questions for critical inquiry.
3. practice literary analysis.
4. practice historical writing.
5. develop group-think skills.
6. build faculties of cultural sympathy and tolerance.
7. practice using relevant digital tools.

General Education

As part of GE requirements for theme Literary, Visual, and Performing:

1. Successful students will analyze, interpret and evaluate major forms of human thought, cultures and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Students who successfully achieve such goals will be able to demonstrate the following outcomes:

1. analyze and interpret significant works of visual and literary art.
2. describe and explain how cultures identify, evaluate, shape and value works of literature.
3. evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
4. evaluate social and ethical implications in literature.
5. engage in informed observation and/or active participation within the literary arts.
6. critically reflect on and share their own experience of observing or engaging in the literary arts.

General Education Legacy

These are the expected learning outcomes under the rubric of the GE Legacy curriculum in:

Literature. Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Diversity, Global Studies. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course Materials

All materials necessary for this course will be available free online or available through Carmen. Familiarize yourself with the "Resources" module in Carmen.

Device. Students should bring a device to each class lesson on which they can access the internet, access Carmen, read (aloud) from, and take notes. Students are expected to be responsible with their device while in class. Students who are using their device in such a way that it causes a distraction to themselves, me, or classmates may be asked to leave the classroom. In such a case, students forfeit the right to complete or receive credit for that day's assignments, whether quizzes, participation grades, midterm exam, or final exam.

Bible. Each student will need to read in class from the NRSVue translation of the Bible and occasionally from a different translation. See the notice on Carmen regarding terminology and translations. The NRSVue is available free online, though students may acquire a hard copy if they choose. Students may prepare for class using other translations.

Ancient sources. Throughout the course and for project assignments, students will be required to read other ancient sources. These will be provided in Carmen.

Modern scholarship. Occasionally, modern scholarship will be used or recommended to supplement readings and assignments. When not posted on Carmen, the item will be available online or through the library.

Additional information. Some assignments may have the option to use digital tools to complete the assignment, such as Chat GPT. If a student chooses an assignment option that includes such tools, they will need to create or use an account with these services at their own risk.

Grading

What You Can Expect

In this course you will read approximately 15,000–20,000 words a week. For the moderate-to-slow reader this is from two to three hours of reading a week. The course includes links to audio Bibles which may be used as needed. Each week includes at least one quiz. The course also requires two short writing projects, a midterm, and a final exam.

Assignment Weight

Quizzes 25%
Midterm 25%
Final 25%
Projects 20%
Participation 5%

Grading Scale

- 93-100: A
- 90-92: A -
- 87-89: B+
- 83-86: B
- 80-82: B -
- 77-79: C+
- 73-76: C
- 70-72: C -
- 67-69: D+
- 60-66: D
- Under 60: E

Exams (50%)

There are two exams in the course, a midterm and a final exam, each worth 25% of the final grade. The exams will be completed in class but on Carmen, and their content is cumulative.

Late Policy. Students are expected to take the exams during the scheduled time. They may arrange special accommodations with me to take an exam **early** the week it is offered, if they have a good reason to do so. Each exam will include a statement that a student must (digitally) acknowledge and that prohibits them from discussing a finished exam with a student who has not taken the exam. Rearranged exam times will need to be taken under approved supervision.

Projects (20%)

There are two short written projects in this course. See “[Assignments](#)” below (and Carmen).

Late Policy. Students experiencing extenuating circumstances may discuss with me alternative deadlines. However, the student must take into account that (1) the assignment is credit/no credit, and the student may be required to resubmit to achieve credit and that (2) final submissions of all assignments MUST be uploaded to Carmen before the last day of the semester.

Quizzes (25%)

Each quiz is designed to prepare the student for the in-class discussion period. You will have until 5 minutes before the start of class to finish each quiz on Carmen. You may take the quiz as many times as needed to get a better grade. The content of the quiz will come from the upcoming class session’s assigned readings and/or the previous class session(s). Quizzes may be cumulative throughout the semester in order to help you remember important concepts.

Late Policy. There are approximately twelve to thirteen (12–13) quizzes in the course. Only ten (10) will count toward your grade. No quiz may be taken late.



Participation (5%)

Participation is based on the student's engagement in the lessons.

Attendance

Attendance is not graded, however, it is impossible to earn participation credit without attending and engaging. Although there is no grade for attendance, students can fail out of the class for not attending. Students may not be absent more than 6 times during the twenty-six (26) lessons of the semester (i.e. 23%). All excusable absences should be declared in writing (via email) during the first week of class.

Academic Policies

Academic Integrity Policy

See “Course Materials | Device”, “Grading”, and “Assignments” in this syllabus for specific statements about academic integrity to which each student is obliged.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Please, know that I, as an employee at OSU, am legally responsible for reporting (sexual) assault if a student reports to me.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU’s land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with prior written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Class Schedule

I reserve the right to alter the schedule as the needs of the class change. The reading for each day must be completed by the start of class. The “focus” refers to a text or topic that you should consider carefully and be ready to come to the lesson and discuss it.

Week. Day	Date	Reading	Focus
1.1	August 23, 2023	Introduction	Gen 1
1.2	August 25, 2023	Genesis 1–11; Psalms 104; 148	Gen 11:1–9
2.1	August 30, 2023	Genesis 12–36	Gen 12:1–9; 34
2.2	September 1, 2023	Genesis 37–50	Gen (34); 38; 39
3.1	September 6, 2023	Exodus 1–17; Psalm 78; Psalm 105	Exod 2–3
3.2	September 8, 2023	Exodus 18–24; 32–34	Exod 20–23
4.1	September 13, 2023	Numbers 5–6; Leviticus 1; 4–5; 10:1–7; 16; 18–19; Deuteronomy 1–6	Selected verses.
4.2	September 15, 2023	Special Topic: History vs. Historiography	Project 1 is due.
5.1	September 20, 2023	Joshua 1–12	Josh 8
5.2	September 22, 2023	Joshua 13–24	Josh 15
6.1	September 27, 2023	Judges 1–12	Judg 5
6.2	September 29, 2023	Midterm	Study!
7.1	October 4, 2023	Judges 13–17	Judg 13–16
7.2	October 6, 2023	1 Samuel 1–15	Life of Saul
8.1	October 11, 2023	1 Samuel 16–28; 2 Samuel 1–2	Life of David
9.1	October 18, 2023	2 Samuel 3–24	2 Sam 6–7
9.2	October 20, 2023	1 Kings 1–16	1 Kings 16
10.1	October 25, 2023	1 Kings 17 – 2 Kings 13; Psalm 51	2 Kings 12
10.2	October 27, 2023	2 Kings 14–20; Nahum; Amos	The Fall of Israel
11.1	November 1, 2023	2 Kings 14–20; Nahum; Amos	The Fall of Israel
11.2	November 3, 2023	2 Kings 21–25; Jer 34–45; Isaiah 36–39	The Fall of Judah
12.1	November 8, 2023	2 Kings 21–25; Jer 34–45; Isaiah 36–39	The Fall of Judah
13.1	November 15, 2023	Ezra; Nehemiah	The Exile
13.2	November 17, 2023	Special Topic: Scribal Culture and Education	Project 2 is due.
14.1	November 29, 2023	Proverbs 1:1–9:18; 30–31	Prov 1; 4:1–9; 31
14.2	December 1, 2023	Ecclesiastes (aka Qohelet)	Educational/Scribal Texts.
15.1	December 6, 2023	Special Topic / Exam Prep	TBA
Final	TBA	Final	Study!

Assignments

Project 1: Forming an Argument Based on Close-Reading Skills

The purpose of this assignment is to

- expose you to the Ancient Near Eastern Literary context of the Hebrew Bible.
- hone your close-reading skills.
- improve your critical assessment skills.
- practice clear and effective writing.
- expand your skills in literary analysis.

Select **ONE** of the two options to complete.

Option 1:

1. Read the flood narrative from the Epic of Gilgamesh found on Carmen.
2. Ask Chat GPT or another similar AI software this: *Please write a 250 word essay that compares and contracts the story of Noah's flood from the Bible with the story of Utnapishtim from the Epic of Gilgamesh.*
3. In no more than 250–275 words critique the AI generated essay.

Helpful questions to ask yourself: Does the AI-essay grasp the literary features of the text? What is it missing? What important literary features of Noah and Utnapishtim's experiences, characterization, or settings should have been emphasized? Can you give a detailed example of a point of comparison that the AI-essay missed?

You will turn in a document (.pdf, .pages, or .docx) with your

- name.
- date.
- the name of the AI generator you used (likely Chat GPT).
- the AI generated essay. (Copy and Paste.)
- your argumentative critique. Maximum 250 words, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this argumentative critique is solely my own work; I have not plagiarized.

Option 2:

1. Read the Code of Hammurabi found on Carmen.
2. In 250 a word argument either agree or disagree with this statement: The Covenant Code in Exodus is unrelated to and independent from the Code of Hammurabi.
Guidance: A convincing argument will include detailed discussion of passages from each source.

You will turn in a document (.pdf, .pages, or .docx) with your

- name.
- date.
- copy of the essay prompt.



- your 250–275 word essay, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

Grading.

This project will be graded pass/fail (full credit or no credit). You may be asked to edit, update, and resubmit your essay in order to receive full credit.

Project 2: Deducing of Historical Events or Circumstances

The purpose of this assignment is to

- expose you to the Ancient Near Eastern historical context of the Hebrew Bible.
- hone your close-reading skills.
- improve your critical assessment skills.
- practice clear and effective writing.
- expand your skills in historical analysis.

Select **ONE** of the two options to complete.

Option 1:

1. Read 2 Kings 18; 2 Chronicles 32; Micah 1:13; Prism of Sennacherib column III; Siloam Inscription.
2. Study Sennacherib's reliefs of the Siege of Lachish from the British Museum. (Stay in the blue room on the [virtual tour](#).)
3. Prompt: In 250–300 words write a history of Sennacherib's attack on Judah in 701 BCE using the sources above.

Guidance: Consider all the notions of history versus historiography that we discussed in class. You are expected to cite from biblical sources, Sennacherib's Prism, and the relief of the Siege of Lachish. You will be graded on the clarity of your historical narration and conciseness.

You will turn in a document (.pdf, .pages, or .docx) with your

- name.
- date.
- copy of the essay prompt.
- your 250–300 word essay, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

Option 2:

1. Read Joshua 15. Focus on verses 13–19. Read the ancient marriage contracts found on Carmen.
2. Prompt: Use the documentary sources (i.e., the ancient marriage contracts) to gap fill the information found in Joshua 15. Write a history of Joshua 15 from the point of view of its Persian period author. Discuss the purpose of marriage, the role of the woman in the agreement, and the legal standing of the woman and agreement.

Guidance: Consider all the notions of historical gap filling and the use of documentary evidence that we discussed in class. You are expected to cite from biblical sources and the ancient marriage contracts in your historical narration. You will be graded on the clarity and of your historical narration.

You will turn in a document (.pdf, .pages, or .docx) with your



- name.
- date.
- copy of the essay prompt.
- your 250–300 word essay, spell and grammar checked.
- copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

Grading.

This project will be graded pass/fail (full credit or no credit). You may be asked to edit, update, and resubmit your essay in order to receive full credit.