Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>School of International Letters and Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>HEB</td>
<td>Number</td>
<td>Title</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td>REL 316</td>
<td>Literary Readings of the Hebrew Bible</td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td></td>
<td></td>
<td>Units: 3</td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
<td>The course introduces to the literary analysis of biblical narrative art and poetry. Each class comprises the study of a literary aspect, close readings, and thematic discussions. Biblical texts are read only in translation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requested designation: Humanities, Fine Arts and Design–HU
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Francoise Minguet
Phone: (480) 965 2663
Mail code: 0202
E-mail: Francoise.Minguet@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Robert Joe Cutter
Chair/Director (Signature): [Signature]

Date: 1/7/14

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either 1, 2, or 3 and at least one of the criteria under 4* in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
   b. Concerns aesthetic systems and values, literary and visual arts.
   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
   d. Deepen awareness of the analysis of literature and the development of literary traditions.

### THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
Course Prefix | Number | Title | Designation
--- | --- | --- | ---
HEB/REL/ENG | 316 | Literary Readings of the Hebrew Bible | HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Emphasizes the study of the development of religions, belief systems, and aesthetic experience.</td>
<td>In-depth study of founding texts of both Judaism and Christianity; Situation of the studied texts in different religious and literary traditions; Connections between biblical texts and Western culture and art.</td>
<td>All sessions; readings; assignments; papers; All sessions; Illustrations will be given in all sessions. See in particular integration of opera on 11/26, cinema on 12/03.</td>
</tr>
<tr>
<td>2: Concerns the comprehension and interpretation/analysis of written, aural or visual texts, and/or the historical development of textual traditions.</td>
<td>Study of literary techniques of biblical prose and poetry; Practical exercises to help students develop their own analysis of biblical texts; Introduction to bibliographical research; Introduction to the continuity between biblical texts and Western culture.</td>
<td>All sessions; readings; assignments; papers; Assignments due each class and two papers; In particular, session on 10/29; assignments and papers. All sessions; assignments; papers (see also above).</td>
</tr>
<tr>
<td>4b: Concerns aesthetic systems and values, literary and visual arts. 4d: Deepens awareness of the analysis of literature and the development of literary traditions</td>
<td>In-depth study of biblical prose and poetry. In-depth study of biblical prose and poetry; Study of the literary traditions preceding and following the biblical texts.</td>
<td>All sessions; readings; assignments; papers. See above; On literary traditions preceding the biblical texts, see for example 09/24 (Gilgamesh); on literary traditions following the biblical texts, see all sessions.</td>
</tr>
</tbody>
</table>
1. **Course Description**

The course offers an introduction to the literary analysis of two of the main genres of the Hebrew Bible: narrative art and poetry. Students learn the main literary conventions of biblical prose and poetry, and how these conventions are applied or subverted. Each class comprises the study of a literary aspect, close readings, and thematic discussions. Biblical texts are read only in translation. They are situated in the religious, literary, and artistic traditions that have developed on their basis.

**Prerequisite:** minimum 45 earned hours.

2. **Students’ Learning Outcomes**

Upon successful completion of this course, students:

- will know the basic literary conventions of biblical stories and poetry;
- will be familiarized with the narrative and poetic literature of the Hebrew Bible;
- will be able to present an original literary analysis of a biblical narrative or poem in an English translation;
- will be able to relate biblical texts and artistic interpretations;
- will be able to find and use academic secondary literature on given biblical texts;
- will cultivate and improve their critical-thinking, analytical and writing skills.
### 3. Listing of Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number and Frequency</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11 written assignments</strong> (about 3-4 pages): to be completed at home.</td>
<td>1 assignment by session</td>
<td>All the outcomes mentioned above.</td>
</tr>
<tr>
<td>Include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflection on readings;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analysis of biblical texts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Link with cultural and artistic representations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tests completed in class:</strong></td>
<td></td>
<td>Learning the basic conventions of biblical literature; Using academic secondary literature; Improving critical-thinking, and analytical skills.</td>
</tr>
<tr>
<td>On the readings.</td>
<td>3 to 5 by semester</td>
<td></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
<td>Learning the basic conventions of biblical literature; Becoming familiarized with biblical literature; Using academic secondary literature.</td>
</tr>
<tr>
<td>Biblical texts and secondary literature</td>
<td>Average of 1 biblical book and 2 articles/book chapters by session</td>
<td></td>
</tr>
<tr>
<td><strong>2 papers:</strong></td>
<td></td>
<td>All the outcomes mentioned above.</td>
</tr>
<tr>
<td>First paper: 8-10 pages; Final paper: 12-15 pages.</td>
<td>2 per semester</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Grading Policies and Percentages

<table>
<thead>
<tr>
<th>20% of the final grade</th>
<th>First Paper (100 pts)</th>
<th>Grading Scale</th>
<th>65-69</th>
<th>C’</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>Final Paper (100 pts)</td>
<td>95-100</td>
<td>A’</td>
<td>80-84</td>
</tr>
<tr>
<td>20%</td>
<td>Assignments (20 pts)</td>
<td>90-94</td>
<td>A</td>
<td>75-79</td>
</tr>
<tr>
<td>10%</td>
<td>Tests (10 pts)</td>
<td>85-89</td>
<td>A’</td>
<td>70-74</td>
</tr>
<tr>
<td>10%</td>
<td>Participation and Attendance</td>
<td>60-64</td>
<td>B’</td>
<td>55-59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55-59</td>
<td>B</td>
<td>0-54</td>
</tr>
</tbody>
</table>

### 5. Required Readings

# 6. Course Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics Covered in Class</th>
</tr>
</thead>
</table>
| 08/27  |                                                                                                                                                                                                                                                                                                                                         | Introduction  
Jdg 19: a literary analysis  
Methods in biblical Interpretation                                                                                                      |
| 09/03  | LABOR DAY                                                                                                                                                                                                                                                                                                                               |                                                                                                              |
| 09/10  | Read Brettler, *How to Read the Bible*, chap. 2, 3 and 4  
Read Alter, “A Literary Approach to the Bible”  
Read Bar-Efrat, “The Plot”  
Read Genesis                                                                                                                                                                                      | The Plot  
Genesis and the cycle of Joseph  
Human and divine history                                                                                                           |
| 09/17  | Rosh Hashanah  
Read Alter, “The Techniques of Repetition”  
Read Alter, “Biblical Type-Scenes”  
Read Genesis  
Read Ruth                                                                                                                                                                                                  | Repetition and Type-Scenes  
Gen 19; Gen 38; Ruth 3:4  
Motherhood in the Bible                                                                                                               |
| 09/24  | Read Alter, “Characterization and the Art of Reticence”  
Read Alter, “Narration and Knowledge”  
Read 1 Samuel 8 – 2 Sam 18:33  
Read Gilgamesh                                                                                                                                                                                                 | Characterization and Knowledge  
Saul, David, Michal  
Leaders in the Bible                                                                                                                  |
| 10/01  | Read Berlin, “Point of View”  
Read Fuchs, “The Ideal Daughter”  
Read Judges 1-16                                                                                                                                                                                                  | Points of View  
Fate and Human Freedom                                                                                                                  |
| 10/08  | Read Walsh, “Manipulation of Time”  
Read Alter, “Sacred History and the Beginnings of Prose Fiction”  
Read Esther                                                                                                                                                                                               | Time and Irony  
Esther  
Violence and Retaliation                                                                                                                  |
| 10/15  | FALL BREAK                                                                                                                                                                                                                                                                                                                               |                                                                                                              |
| 10/22  | First paper due  
Read Alter, “The Dynamics of Parallelism”                                                                                                                                                                                                                               | What is Biblical Poetry?  
Parallelism                                                                                                                                  |
| 10/29  | Read Fokkelman, “The Poem as a Whole” and “In Search of the Correct Division”                                                                                                                                                                                                                                                      | The Composition of the Poem  
Psalms  
How to find secondary literature?                                                                                                           |
| 11/05  | Topic for final paper due  
Read Isaiah  
Read Stromberg, *Introduction to the Study of Isaiah*, chap. 1-4                                                                                                                                            | History and Literature  
Isaiah                                                                                                                                         |
| 11/12  | VETERAN’S DAY                                                                                                                                                                                                                                                                                                                              |                                                                                                              |
| 11/19  | Read Alonso Schökel, “Images”  
Read Landy, “Song of Songs”  
Read Song of Songs                                                                                                                                                                                                  | Images in Biblical Poetry  
Song of Songs                                                                                                                                     |
| 11/26  | Read Fokkelman, “Preliminary Exercise”  
Read Alter, “From Line to Story”  
Read Händel, Libretto of Deborah and listen to selected sections.                                                                                                                                                     | Poetry in Narrative  
and Narrative in Poetry                                                                                                               |
| 12/03  | Secondary literature references for the final paper due  
Read Alonso Schökel, “Figures of Speech”  
Read Job  
Watch Joel & Ethan Coen, *A Serious Man*                                                                                                                                                                         | Poetic Figures of Speech  
Job                                                                                                                                         |
| 12/10  | Final Paper due                                                                                                                                                                                                                                                                                                                            | Presentation of Final Papers  
Conclusion                                                                                                                     |
7. Attendance and Absence Policies

Class attendance is mandatory. More than ONE unjustified absence will result in lower final grade. Attendance record will be posted on Blackboard. Unjustified absence at the midterm or exam will result in a fail grade. Tests can be made up only in case of a justified absence, with the instructor's approval. Assigned work will be accepted after the due date only in case of a justified absence; the new due date will be decided by the instructor.

Absences related to religious observances and practices are considered justified when in accord with the policies described in ACD 304-04 (http://www.asu.edu/aad/manuals/acd/acd304-04.html). Absences related to university sanctioned events/activities can be considered justified, in accord with ACD 304-02 (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

8. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see http://provost.asu.edu/academicintegrity.

9. Classroom Behavior Statement

Use of pagers, cell phones and recording devices is prohibited during class, unless special approval of the instructor.

10. Threatening Behavior Statement

Violent and threatening behavior in class or in interactions with the instructor or other students will not be tolerated. Any such behavior will be reported to university police and handled according to university policy. (See http://www.asu.edu/aad/manuals/ssm/ssm104-02.html.)

11. Disability Policy Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests at the beginning of the semester. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. DRC office is located on the first floor of the Matthews Center Building (Mo-Fri, 8:00 AM to 5:00 PM). Phone: 480-965-1234 (V), 480-965-9000 (TTY). Web: www.asu.edu/studentaffairs/ed/drc/

Printing

Students enrolled in courses offered by the School of International Letters and Cultures may print from LL61 and LL65.1 in the basement of the LL building. Each enrollment in an undergraduate SILC course is automatically given $5 of print quota (either 50 single-sided or 62 double-sided pages); each enrollment in a graduate SILC course (500-level and above) is given $15 of print quota. Students may purchase more in LL66 during regular hours of operation (cash only).

Withdrawals and Incompletes

http://www.asu.edu/aad/manuals/ssm/index.html
List of Course Materials

HEB/REL/ENG 316

Secondary Literature:

Marc Zvi Brettler, How to Read the Bible. Philadelphia: Jewish Publication Society, 2005, chap. 2, 3 and 4;

Primary Sources:

Gilgamesh
Genesis; Exodus; Judges; 1-2 Samuel; Ruth; Esther; Isaiah; Song of Songs; Psalms; Job
and other selected biblical texts.

Other Materials:

Händel, Deborah;
Joel & Ethan Coen, A Serious Man