



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of International Letters and Cultures</u>
Subject	<u>HEB</u>	Number	<u>316</u>
		Title	<u>Literary Readings of the Hebrew Bible</u>
		Units:	<u>3</u>
Is this a cross-listed course?	<u>Yes</u>		
If yes, please identify course(s)	<u>REL 316</u>		

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
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.

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 (SQ/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:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 1/7/14

Chair/Director (Signature):

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

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 <i>either</i> 1, 2, or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • 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. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • 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.

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

Literary Readings of the Hebrew Bible

HEB/REL/ENG 316

3 credits

Instructor: Francoise Mirguet

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Office Hours: Mon 10 am – 12 pm
and by appointment

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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

Assignments	Number and Frequency	Link to Learning Outcomes
11 written assignments (about 3-4 pages): to be completed at home. Include: <ul style="list-style-type: none"> - Reflection on readings; - Analysis of biblical texts; - Link with cultural and artistic representations. 	1 assignment by session	All the outcomes mentioned above.
Tests completed in class: On the readings.	3 to 5 by semester	Learning the basic conventions of biblical literature; Using academic secondary literature; Improving critical-thinking, and analytical skills.
Readings: Biblical texts and secondary literature	Average of 1 biblical book and 2 articles/book chapters by session	Learning the basic conventions of biblical literature; Becoming familiarized with biblical literature; Using academic secondary literature.
2 papers: First paper: 8-10 pages; Final paper: 12-15 pages.	2 per semester	All the outcomes mentioned above.

4. Grading Policies and Percentages

20% of the final grade	First Paper (100 pts)
40%	Final Paper (100 pts)
20%	Assignments (20 pts)
10%	Tests (10 pts)
10%	Participation and Attendance

Grading Scale				65-69	C ⁺
95-100	A ⁺	80-84	B ⁺	60-64	C
90-94	A	75-79	B	55-59	D
85-89	A ⁻	70-74	B ⁻	0-54	E

5. Required Readings

Robert Alter, *The Art of Biblical Narrative*. New York: BasicBooks, 1981;
 An English translation of the Bible (and a Hebrew Bible for HEB 598);
 Readings posted on Blackboard and mentioned under "Course Itinerary."

6. Course Itinerary

Date	Readings	Topics Covered in Class
08/27		Introduction Jdg 19: a literary analysis Methods in biblical Interpretation
09/03	LABOR DAY	
09/10	Read Brettler, <i>How to Read the Bible</i> , 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 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, <i>Introduction to the Study of Isaiah</i> , 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 Exodus 13:17–15:21; Judges 4–5 Read Händel, Libretto of <i>Deborah</i> 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, <i>A Serious Man</i>	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;
- Robert Alter, *The Art of Biblical Narrative*. New York: BasicBooks, 1981, chap. 2, 3, 5, 6, 8;
- Esther Fuchs, *Sexual Politics in the Biblical Narrative: Reading the Hebrew Bible as a Woman*. Sheffield: Sheffield Academic Press, 2000, chap. "The Ideal Daughter";
- Jerome T. Walsh, *Old Testament Narrative: A Guide to Interpretation*. Louisville: Westminster John Knox, 2009, chap. "Manipulation of Time";
- Robert Alter, *The Art of Biblical Poetry*. New York: BasicBooks, 1985, chap. "The Dynamics of Parallelism" and "From Line to Story";
- J. P. Fokkeman, *Reading Biblical Poetry: An Introductory Guide*. Louisville/London: Westminster John Knox, 2001; chap. "Preliminary Exercise," "The Poem as a Whole," "In Search of the Correct Division," "The Stanza";
- Luis Alonso Schökel, *A Manual of Hebrew Poetics*. Roma: Editrice Pontificio Istituto Biblico, 2000; chap. "Images" and "Figures of Speech";
- Jacob Stromberg, *An Introduction to the Study of Isaiah*. London: T&T Clark, 2011, chap. 1-4;
- Robert Alter, Frank Kermode (eds), *The Literary Guide to the Bible*. Cambridge: Harvard University Press, 1987; chap. by Landy, "Song of Songs";
- Carol A. Newsom, *The Book of Job: A Contest of Moral Imaginations*. New York: Oxford University Press, 2003, chap. 5.

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*