



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE MAR 4, 09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 396 Women in the Bible 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Patricia Power Phone: 5-0642

Mail Code: 3104 E-Mail: patricia.power@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA CS
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
- ✓ (1) Course Description
 - ✓ (2) Course Syllabus
 - ✓ (3) Criteria Checklist for the area
 - ✓ (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this a multisection course?: No Yes; Is it governed by a common syllabus? _____

Joel D. Gereboff
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/4/09

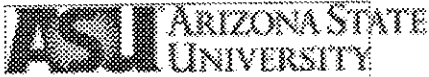
Proposer: Please complete the following section and attach appropriate documentation.

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.	Syllabus
<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.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" 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:	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts	
<input type="checkbox"/>	<input 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	Syllabus
		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 – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
		• Courses which emphasize the acquisition of quantitative or experimental methods	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
REL	396	Women in the Bible	

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 designation)	How course meets spirit (provide specific examples in next column)	Please provide detailed evidence of how course meets criteria (ie. where in syllabus)
Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experiences	The course demonstrates how the social roles of women in the world of the Bible, and the literary roles of women in the Bible itself reflect the values of ancient Israel and its neighbors; and how both continue to influence the values of western European cultures toward women today	Knowledge and Skills Goals of the Course (syllabus)
Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions	The course demonstrates how to use social scientific criticism to analyze the daily lives of women in the world of the Bible, and feminist criticism to analyze the literary lives of women in biblical traditions so that students can understand the difference between a critical and a devotional reading of the Bible,	Knowledge and Skills Goals of the Course (syllabus) The Directed Research Project (syllabus) Directions for the Directed Research Project (attached)
Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought	Both the assigned readings and the class discussions in the course emphasize the continuity and the contrast between the philosophical and religious views of women in the Bible and its world, and the views of women in western European cultures today.	Knowledge and Skills Goals of the Course (syllabus) Class Participation (syllabus) Directions for the Directed Research Proposal (syllabus and attached)



- ASU Home
- Finding Classes, Please Wait My ASU
- ASU AZ Index
- Colleges & Schools
- Directory
- Map

Class Search & Course Catalog

Term:

Search:

Subject:

Level:

Campus:

Gen Studies:

Keywords:

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

Campus	Course	Title	Units	GeneralStudies
TEMPE	REL 396	Women in the Bible Uses feminist criticism to reconstruct the remarkable women who stand in the shadow of the patriarchy in the bible. Enroll requirements: Pre-requisites: Must have a C or better in ENG 102, or ENG 105, or ENG 108, Academic Group & Organization: Liberal Arts & Sciences - School of Historical and Critical Inquiry Allow multiple enrollments: No Repeatable for credit: No Primary course component: Lecture Grading method: Student Option	3	



Women in the Bible

Spring 2009

Instructor:

Don C. Benjamin, Ph.D.

Office Hours:

Please meet me promptly on TU/TH at
11:45 AM in ECG 215 or at 4:15 PM in ED
330

e-mail: dcben@asu.edu

website: <http://www.doncbenjamin.com/>

TU TH/3:00-4:15 PM

Location ED 330

Course Number 24437

Main Office

480.965.7145

Undergraduate Advisor

Pat Power

480.965.0642

Patricia.Power@asu.edu

Knowledge and Skills Goals of the Course

Even in the admittedly patriarchal world of ancient Israel, the Bible affirms women more strongly than much preaching and teaching in Judaism, Christianity and Islam today. **Women in the Bible** introduces you to feminist criticism by reconstructing the real women who stand in the shadow of patriarchy in the Bible. Eve is the "Mother of All Living". Tamar, Ruth, Naomi and Judith are widows. The daughters of Lot are hosts. Rahab is the mother of a household. The Wise Woman in the book of Proverbs and the wife of Job are teachers. The singers of the psalms are midwives and mourners. In the Song of Solomon, the woman is a lover. These fascinating and diverse female characters established powerful prototypes of feminine character still influencing western religions today. **(H)** The experience of learning how these images of women related to the lives of ordinary women can broaden and deepen your ability to struggle with the questions which human beings in every time – both male and female -- and place ask about their lives.

Like other humanities courses, **Women in the Bible** is concerned with questions of existence and human life, questions of meaning, knowledge, and ways of thinking and knowing, and questions of moral, aesthetic, and other human values. By reading primary sources like the Bible, secondary sources by scholars today, and the artifacts recovered by archaeologists working in the world of the Bible you can search out how these questions have been probed in the past and how they are dealt with across cultures today, to better develop your own evolving personal ideas and beliefs **(HU)**.

Required Reading

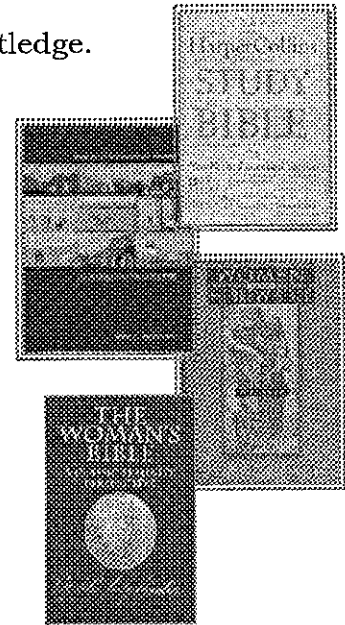
STUDENTS MUST HAVE PERSONAL COPIES OF THE FOLLOWING BOOKS

HU-1
HU-2
HU-4

Bach, Alice, ed.
1999 Women in the Hebrew Bible: a reader. New York: Routledge.

The Bible in English Translation

The New American Bible (NAB), the New Revised Standard Version (NRSV) and the Jewish Publication Society (JPS) are among the best translations in English. Oxford and HarperCollins publish the best study editions. King James Version and Living Bible may not be used for class



Benjamin, Don C.
2004 Old Testament Story, an introduction

Stanton, Elizabeth Cady
1895 The Woman's Bible: a classic feminist perspective

Course Description

Introducing Religious Studies & Biblical Studies

- Martin Marty, "You Get to Teach & Study Religion" 1996 (01>Jan 16)
- Ninian Smart, "The Exploration of Religion and Education" 1975
- Benjamin 2003: 1-20 (02>Jan 18)

Women as Mothers of All Living - Eve

- Benjamin 2003: 21-39 (03>Jan 23)
- Stanton 2002 i:1-38
- Bach, ed. 1999:241-270. (04>Jan 25)

Women as Daughters – Daughters of Lot, Daughters of Jephthah

- Benjamin 2003:152-155 (05>Jan 30)
- Bach, ed. 1999:317-334
- Stanton 2002 ii: 7-36
- Benjamin 2003: 58-65 (06>Feb 01)
- Bach, ed. 1999:389-402

DEADLINE FOR SUBMITTING RESEARCH TOPICS FEB 01

Women as Lovers – Black and Beautiful, Timnah, Gaza, Delilah

- Benjamin 2003: 315-332 (07>Feb 06)
- Stanton 2002 ii: 96-100
- Benjamin 2003: 155-164 (08>Feb 08)
- Bach, ed. 1999: 53-76
- Stanton 2002 ii: 11-14

Women as Teachers -- Wisdom

- Benjamin 2003: 287-304 (09>Feb 13)
- Bach, ed. 1999: 85-98
- Stanton 2002 ii: 96-100

Women as Wives -- Sotah

- Benjamin 2003: 112-115 (10>Feb 15)
- Bach, ed. 1999:463-474
- Stanton 2002 i: 97-124

Women as Prostitutes – Tamar, Rahab

- Story of Tamar, Gen 38:1-30 (11>Feb 20)
- Bach, ed. 1999: 3-20+99-118
- Benjamin 2003: 128-133 (12>Feb 22)
- Stanton 2002 ii: 11-14

Women as Mothers of Households – Sarah, Hagar, Hannah

- Benjamin 2003: 40-71 (13>Feb 27)
- Bach, ed. 1999: 141-158
- Stanton 2002 i: 39-54
- Benjamin 2003: 176-183 (14>Mar 01)
- Bach, ed. 1999:127-139
- Stanton 2002 ii:44-57

Women as Widows – Naomi, Ruth

- Benjamin 2003: 164-175 (15>Mar 06)
- Stanton 2002 ii:37-43
- Bach, ed. 1999:211-240 (16>Mar 08)

SPRING BREAK MAR 8-15

Women as Midwives – Wise Woman, Shiphrah, Puah

- Benjamin 2003: 286-300 (17>Mar 20)
- Bach, ed. 1999:159-178
- Stanton 2002 ii:96-100
- Benjamin 2003: 72-93 (18>Mar 22)
- Bach, ed. 1999: 419-428
- Stanton 2002 68-74

Women as Prophets – Endor, Huldah

- The Prophet of Endor, 1 Sam 28:3-25 (19>Mar 27)
- Huldah the Prophet, 2 Kgs 22:1—23:30
- Bach, ed. 1999: 195-210

Women as Adulterers – Jerusalem, Gomer

- Benjamin 2003: 384-397+ 429-434 (20>Mar 29)
- Benjamin 2003: 429-434 (21>Apr 03)
- Bach, ed. 1999:293-304

Women as Mourners – Psalm Singers

- Benjamin 2003: 263-287 (22>Apr 05)

Women as Warriors – Deborah, Jael, Judith

- Benjamin 2003: 146-152 (23>Apr 10)
- Bach, ed. 1999: 305-316
- Stanton 2002 ii: 18-23
- Stories of Judith, Judt 1:1—16:25 (24>Apr 12)
- Bach, ed. 1999: 367-37

Women as Rulers – Bathsheba, Virgin of Judah, Jezebel

- Benjamin 2003: 204-222 (25>Apr 17)
- Bach, ed. 1999:335-366
- Stanton 2002 ii: 34-57
- Benjamin 2003:222-245 (26>Apr 19)

- Bach, ed. 1999: 351-367
- Stanton 2002 ii: 73-76
- Benjamin 2003: 147-52+194-5+204-9+213-18+222-38+287-90+346-54 (27>Apr 24)
- Bach, ed. 1999: 403-418
- Benjamin 2003: 332-357 (28>Apr 26)

Contributions of Feminist Criticism to Biblical Studies

- Bach, ed. 1999: xiii-xxvi (29> May 01)

CLASS EVALUATIONS DUE MAY 05

FINAL REPORT DUE MAY 10

Requirements and Grading

Women in the Bible is a writing course. There are no exams. Grades are based on class participation and a directed research project.

97-100 (A+)	87-89 (B+)	77-79 (C+)	69-60 D)
94-96 (A)	84-86 (B)	70-76 (C)	0-59 (E)
90-93 (A-)	80-83 (B-)		

Class Participation (30 pts) requires collaboration and critical thinking. Your grade is determined by how well you understand, and how well you can apply what you learn from the assigned readings, which you are expected to complete prior to each class. Bring your books and notes with you to class.

During class discussions you need to ask questions, answer questions and take notes. Although you must be present for the entire class to participate in the class discussion, this is not a grade for attendance. I will call roll at the beginning of each class and track the quality of your participation during each class.

Your grade for class participation is based on three factors: 1) Did you do the assigned reading? 2) Do you understand the assigned reading well enough to explain it in your own words? 3) Can you apply what you learned from the assigned reading to situations not covered in the reading? You may ask me at the end of any class how well you participated during that class.

The Directed Research Project (70 pts) is intended to teach you how to use self discovery to gather, interpret and evaluate material from the social sciences and religious studies. **(L)** By combining description and analysis of religious phenomena in your written reports you construct a coherent argument for an original thesis. The goal is to learn how to summarize what

HU-4

HU-2

you have learned in class and apply it to your topic by critically analyzing the assigned readings and five journal articles from the American Theological Library Association database (ATLA). You need to be able to use interdisciplinary approaches to religion to interpret various social and cultural phenomena, and to critically evaluate primary and secondary sources and relate them to religious studies. The directed research project is one, cumulative assignment. Therefore, you need to revise and improve your work throughout the semester.

Choose one topic from the syllabus (for example: **Women as Widows, Women as Midwives**). Submit your proposal to the Assignments folder on Blackboard. Once you have your topic approved go the ATLA database. Choose five articles/chapters from books relevant to your topic and prepare a ten-slide PowerPoint on one for presentation in class.

The PowerPoint should 1) summarize the article/chapter; 2) show how it supports/expands Benjamin's interpretation of the biblical tradition (Benjamin 2004); 3) show how it challenges Benjamin's interpretation. Use only archaeological or fine art images in the PowerPoint; do not use clip art.

Use the questions and comments from class to convert your PowerPoint and its images to write a five page written report. In the report 1) summarize Benjamin's interpretation; 2) summarize the interpretation of either Ember or Meyers; 3) show how Ember or Meyers supports/expands Benjamin's interpretation; 4) show how the article/chapter challenges Benjamin's interpretation. The written report is due in my digital drop box no later than midnight Saturday following your presentation.

Preview your research reports with your study partner during the week before the due date. Ask your study partner to give you suggestions for improving both the style and content of your report, and go over the requirements for the report to be sure you fulfilled each requirement.

You need to submit each of your reports to my digital drop box on Blackboard no later than midnight the day before your class presentation. So if you are presenting on Tuesday, your PowerPoint is due no later than midnight before Monday becomes Tuesday. I will read, and comment, and grade the reports and return them to your drop box on Blackboard in a timely fashion. The comments will address both content and writing style. You are expected to use these comments to revise your reports before the next due date. The final report will be returned to your drop box on Blackboard by the due date for semester grades. There will be a grade and a few brief comments explaining the grade on this final report.

Computer literacy is required for the course. Be sure to check your IMAP e-mail and the class homepage on Blackboard before each class. Research reports must be composed on a PC (not on a Mac) in Microsoft Word (not in RTF, NotePad, WordPad or WordPerfect). Assignments must be submitted to my

HW-2

digital drop box on Blackboard by midnight on the due date. No hard copies or e-mail attachments are accepted for credit. On-line instruction and technical support personnel at the Computing Commons and the Hayden Library are available if you need help in activating your IMAP e-mail, using Blackboard and library databases.

Attendance and Make-ups

You are expected to have a study partner to collaborate with you on your research and class work. If you are absent for any reason, contact your study partner to review notes before the next class. There are no extensions or make-ups. Missing (MI), incomplete (IN) or late (LA) research reports must be completed in order to go on to the next stage of your research. These originally missing or incomplete reports will be read and graded when they are submitted as part of the next research report. Grades for these reports will be marked as originally MI, IN or LA. These quality marks are taken into consideration, on a case-by-case basis, in determining the final grade. A single report flagged MI, IN or LA may have no effect on your final grade, but consistently flagged reports will affect your final grade.

University Policies for Withdrawals and Incompletes

<http://www.asu.edu/aad/manuals/ses/ses201-08.html>
<http://www.asu.edu/aad/manuals/ses/ses203-09.html>

Academic Integrity

<http://www.asu.edu/studentlife/judicial/integrity.html>

Writing a One-Page Research Proposal

REL 396

Goal: Identify a specific topic for your research, and explain its relevance.

Style

1. Create a file on your hard drive with the title:
396_Proposal_YourLastName
2. Create a short and interesting title for your research. Center the title using the Times New Roman 18 pt font.
3. Use Old Testament Story, an introduction to identify the chapters and verses from the Bible to which your title refers, and put these in parenthesis under your title, e.g. (Gen 2:25—4:2). Use the Times New Roman 12 pt font here and throughout the rest of your proposal.
4. Refer to the biblical tradition you are studying by the title used in Old Testament Story, an introduction. For example, use “Stories of Lot and His Daughters”, not “Sodom and Gommorah.”
5. Center your name on the line under the title. Put the class (396) and class number in parenthesis after you name, e.g. (24437)
6. Double-space your report.
7. Write only one page.
8. Write only in the third person.
9. Use only inclusive, unbiased language, e.g. “humans”, “people”, “human beings” or “humanity”, but not “man”, unless you are referring to a male.
10. Use only your own words, no direct quotations, and document at the end of the line, for example: (Gen 2:7).
11. Omit contractions throughout.
12. Open Insert tab and turn on page numbering.
13. Correct spelling and punctuation throughout.
14. Use “Yahweh” or “divine patron” throughout, not “God”, “gods” or “Lord”. Also in the Bible only humans are gendered, Yahweh is not. Therefore, do not use gendered pronouns like “he” or “him” for Yahweh.
15. Use “Bible”, not “Old Testament” throughout.
16. Use “household”, not “family” throughout.
17. In topic sentences use only nouns, not pronouns – “it” – or demonstratives – “this”.

Content

First Paragraph (4 pts)

18. Begin the topic sentence in the first paragraph using the format: **In the Inauguration of Abraham at Mt. Moriah (Gen 21:33—22:19)...**
19. Describe, do not interpret, the biblical tradition that you are going to research, and the particular part of the tradition that interests you.
20. Summarize only what appears in the Bible; do not summarize the interpretation in Old Testament Story, an introduction.

Second Paragraph (2 pts)

21. Ask one question about the biblical tradition described in the first paragraph, which you want to research. For example, what do you need to know about the lives of real women in the world of the Bible in order to understand this biblical tradition?
22. Explain the question.

Third Paragraph (4 pts)

23. Propose one hypothetical answer to the question you have raised in the second paragraph. Explain how this answer would have a **positive** influence on either a particular religious tradition, with which you are familiar, or on the majority culture in the United States today. Start this sentence with "On the one hand..."
24. Propose another hypothetical answer to the question you have raised. Explain how this answer would have a **negative** influence on a religious tradition, or popular culture. Start this sentence with "On the other hand..."
25. Propose two different answers to your question, not just one answer with both a positive and a negative impact.

To improve your writing, follow the directions of William Strunk Jr. and E.B. White, The Elements of Style, 4th edition (2000). It's a classic!

Doing a Database Search for Articles/Chapters

1. Go to ASU homepage <http://asu.edu/>
2. Click on link to Libraries.
3. Click on link to Research Databases.
4. Click on the letter A to search these Research Databases By Title.
5. Click on link to ATLA Religion Database + ATLAS (1949+)
6. Click on A
7. Go to page 2; scroll down to Atlas Religion Database +Atlas.
8. Click on ATLA
9. Click on Connect to ATLA
10. Login
11. Click on Advanced Search
12. Set Language to English; Set Publication type to Article
13. Click on Scriptures
14. Enter the book of the Bible you have selected. For example, Joshua or Ruth and click on Browse.
15. Check the boxes to the left of the portions of the biblical book that pertain to your passage and click Search.
16. Read through the titles selected by EbscoHost, and if they are relevant to your topic, click Add to the right of entries that are relevant. Choose only entries that are books or articles. Do not choose Sermons, Poems or Book Reviews. At the top of the column the folder icon will indicate: Folder has items
17. When you have selected 10 articles/chapters, click on the Folder has items icon.
18. Check the box to the left of the entries you want to use and Click on the Save icon
19. Set Citation Format to: Chicago/Turabian: Humanities, and click Save.
20. Click the File tab and choose a location on your hard drive for the file.
21. Format the entry using Social Scientific Format, and insert into your 396_Benjamin research report. Ask me to review these 10 articles/chapters

Further Reading

1. Insert a page break.
2. Center **Further Reading** in 18 pt Times New Roman font.
3. Using the 12 pt Times New Roman font list the five journal articles or book chapters you are going to read in alphabetical order by the author's last name.
4. Format each entry using the Social Scientific format.

Further Reading

SOCIAL SCIENTIFIC FORMAT FOR A JOURNAL ARTICLE

Malbon, Elizabeth Struthers and Adele Berlin, eds.
1993 "Characterization in Biblical Literature". Semeia 63: 59-107

Moran, William L.
1963 "Ancient near Eastern Background of the Love of God in Deuteronomy."
CBQ 25: 77-87.

SOCIAL SCIENTIFIC FORMAT FOR AN ESSAY OR CHAPTER FROM A BOOK

Kamionkowski, S. Tamar

2001 "Gender Reversal in Ezekiel 16". In Prophets and Daniel: a feminist companion to the Bible: 170-185. Edited by Atalya Brenner. Sheffield: Sheffield Academic Press.

Writing a Five-Sentence Abstract for Five Articles/Book Chapters from an ATLA Database Search

1. The first sentence in the abstract should be a strong, clear topic sentence stating the conclusion of the article or the book chapter.
2. Sentences two, three and four should summarize three arguments used to support the conclusion.
3. The fifth sentence should apply the conclusion of the article to your research topic.

Writing a Three-Five Page Summary of a Journal Article/Book Chapter from an ATLA Database Search

REL 396

Goal: Demonstrate what you have learned from the library and apply it to your own work. Show that you can learn by reading.

5. Create a file – on your computer – labeled: **396_Final_YourLastName**
6. Revise and insert your proposal (1 pg) *2 pts*
7. Revise and insert your Benjamin summary (3-5 pgs) *3 pts*
8. Insert a subtitle against the left margin, using the following format, immediately following the last paragraph of your summary of Benjamin:

Barbara Green, "The Determination of Pharaoh" (1998)

Content

Introduction *3 pts*

9. The topic sentence in the first paragraph should begin with a sentence using the format: "According to Barbara Green, The Determination of Pharaoh (1998)..."
10. State clearly how the author of the article or the book chapter would answer the question that you raised in your proposal.

Supporting Arguments *4 pts*

11. Explain everything your reader needs to know to understand the author of the article or the book chapter's response to your question.
12. Summary only what you have learned from the article or book chapter that helps you with your own research. Do not just summarize everything you have learned, just those things that are useful.

Conclusion *3 pts*

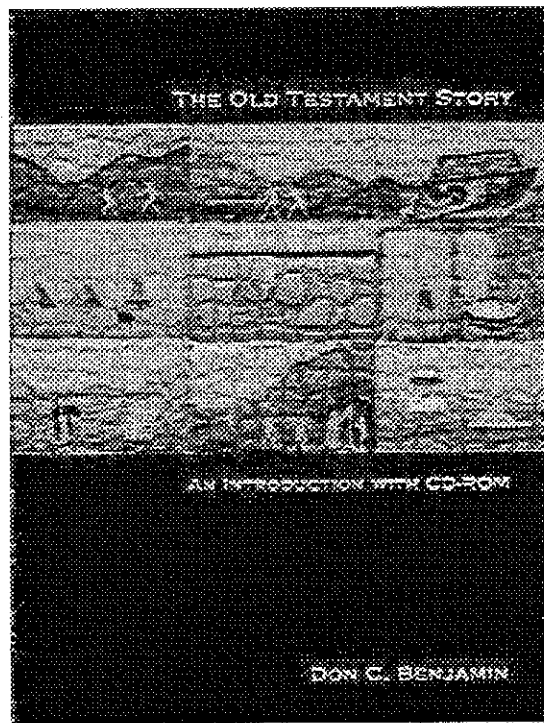
13. Apply what you have learned from the article or book chapter to the question that you raised in your proposal. Base these conclusions on the summary paragraphs that precede it.
14. Write a good, clear, strong concluding paragraph restating how the author would answer your question, and what are the key elements in the author's argument.
15. Show how the author supports and challenges the positions taken by Benjamin.

Further Reading *5 pts*

16. Correct formatting of each entry.
17. Revise abstracts.

The Old Testament Story, an introduction

(Fortress Press, 2004)



Don C. Benjamin

(Department of Religious Studies, Arizona State University)

Order Your Own Copy of *Old Testament Story, an introduction*
<http://www.cuqsburgfortress.org/store/item.asp?clsid=111347&isbn=080063621X>

TABLE OF CONTENTS

1. Learning the Bible

- How Old Is the Bible?
- Is the Bible History or Story?
- Who Were the Hebrews?
- Who Wrote the Bible?
- In What Language Was the Bible Written?
- Why Are There So Many Different Bibles?
- Who Divided the Bible into Books, Chapters, and Verses?
- What Is the Difference between Bible Study and Biblical Studies?

2. Book of Genesis (Gen. 1:1—Exod. 1:6)

CREATION STORIES (Gen. 1:1—11:26)

- Stories of Adam and Eve (Gen. 2:4—4:2)
 - Story of the 'Adam as a Farmer (Gen. 2:4-17)
 - Story of the 'Adam as a Herder (Gen. 2:18-20)
 - Story of the 'Adam as a Man and a Woman (Gen. 2:20-24)
 - Story of Adam and Eve as Farmers and Child-bearers (Gen. 2:25—4:2)

ANCESTOR STORIES (Gen. 11:27—37:2)

- Stories of Abraham and Sarah (Gen. 11:27—25:18)
 - Abraham and Sarah Negotiate with Yahweh (Gen. 11:27—12:8)
 - Abraham and Sarah Negotiate with Pharaoh (Gen. 12:9—13:1)
 - Abraham Negotiates with Lot (Gen. 13:5—14:24)
 - Story of Hagar from Beer-lahai-roi (Gen. 16:1-16)
 - Stories of Lot and His Daughters (Gen. 19:1-38)
 - Story of Abraham on Mt. Moriah (Gen. 21:33—22:19)
- Stories of Isaac and Rebekah
- Stories of Jacob, Leah, and Rachel (Gen. 25:20—37:2)

3. Books of Exodus, Leviticus, Numbers (Exod. 1:7—Num 27:11)

Death of the Firstborn of Egypt (Exod. 1:7—13:16)

- STERILITY AFFIDAVIT (Exod. 1:7—7:13)
 - Slaves Who Prosper (Exod. 1:7-12)
 - Two Shrewd Midwives (Exod 1:12-21)
 - The Birth of Moses (Exod. 1:22—2:10)
 - Moses in the Desert (Exod. 2:11-22)
 - Inauguration of Moses at Mt. Horeb (Exod. 2:23—4:23)
 - Labor of Moses and Zipporah against Yahweh (Exod. 4:24-26)
 - Moses and Aaron Negotiate with Pharaoh (Exod. 4:27—6:1)
 - Labor of Moses and Aaron against the Priests (Exod. 6:2—7:13)
- COSMOGONY: Plagues Stories (Exod. 7:14—13:10)
- COVENANT: Passover (Exod. 12:1—13:16)

Creation of the Firstborn of Israel (Exod. 13:17—Num 27:11)

- STERILITY AFFIDAVIT (Exod. 13:17—14:20)
- COSMOGONY (Exod. 14:21-31)

COVENANT (Exod. 15:1—Num 27:11)
 CREDENTIALS (Exod. 19:3—20:2)
 STIPULATIONS (Exod. 20:3—23:19)
 LIST OF WITNESSES (Exod. 24:1-8)
 PROMULGATION AND DOCUMENTATION (Exod. 24:9—Lev 27:34)
 Teachings on Cattle, Sheep, Goats and Poultry (Lev. 1:1-17)
 Teachings on Clean and Unclean (Lev. 11:1—16:34)
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 BLESSING OF CHILDREN: Ordeal for Adultery and Jealousy (Num. 5:12-31)
 BLESSING OF LAND: Stories of Balaam (Num. 22:1—24:25)

4. Books of Joshua, Judges

Covenant between Yahweh and Israel (Josh 1:1-18)
 Story of Rahab as Host (Josh 2:1-24)
 Inauguration of Joshua at Jericho (Josh 5:13—6:27)
 Othniel Delivers Israel from Aram (Judg 3:7-11)
 Ehud Delivers Israel from Moab (Judg 3:12-30)

Saga of Deborah and Jael (Judg 4:1—5:31)
 Deborah Delivers Israel from Hazor (Judg 4:1-16+5:31)
 Jael Delivers Israel from Harosheth-ha-goiim (Judg 4:17-24)
 Hymn (Judg 5:1-31)

Jephthah Delivers Israel from Ammon (Judg 11:1-40)

Saga of Samson (Judg 13:1—16:31)
 Annunciation to the Wife of Manoah (Judg 13:1-25)
 Samson Courts the Woman of Timnah (Judg 14:1-4+10)
 Samson Slays the Lion of Timnah (Judg 14:5-9)
 Samson Kills the Warriors of Ashkelon (Judg 14:11-20)
 Samson Burns the Crops of Timnah (Judg 15:1-8)
 Samson Massacres the Garrison of Lehi (Judg 15:9-17)
 Samson Raids the Spring at Hakkore (Judg 15:18-20)
 Samson Wrecks the Gates of Gaza (Judg 16:1-3)
 Samson Terrorizes the Wadi Sorek (Judg 16:4-22)
 Samson Destroys the House of Dagon (Judg 16:23-31)

5. Book of Ruth

Parable of a Persevering Widow (Ruth 1:1-22)
 Parable of Workers in a Wheat Field (Ruth 2:1-23)
 Story of Ruth as a Persevering Widow (Ruth 3:1-18)
 Story of Boaz as Legal Guardian (Ruth 4:1-22)

6. Books of Samuel, Kings (1 Sam 1:1—2 Kgs 25:30)

Stories of Samuel (1 Sam 1:1—8:3)
 Annunciation to Hannah (1 Sam 1:1—2:11)
 Trial of Eli and His Sons (1 Sam 2:12—4:22)
 The Ark Delivers Israel from Philistia (1 Sam 4:1—7:2+2 Sam 6:2-23)

Stories of David's Rise to Power (1 Sam 8:4—2 Sam 8:13)

Stories of Saul (1 Sam 8:4—15:35)
Initiation of Saul at Ramah (1 Sam 8:4-22)
Initiation of Saul at Zuph (1 Sam 9:1—10:16)
Saul Delivers Jabesh-gilead from Ammon (4QSam^a+1 Sam 11:1-15)
Jonathan Delivers Israel from Philistia (1 Sam 13:15—14:23)
Trial of Saul (1 Sam 14:24—15:35)

Stories of David (1 Sam 16:1—2 Sam 8:13)
Inauguration of Samuel (1 Sam 16:1-13)
Saul Adopts David as His Musician (1 Sam 16:14-23)
David Delivers Israel from Goliath (1 Sam 17:1-58)
Jonathan Adopts David (1 Sam 18:1-5+19:1-7+20:1-42)
Saul Adopts David (1 Sam 18:17-30+24:1-22+26:1-25)
David Delivers Gath from Amalek (1 Sam 27:1—28:2)
Covenant between Abigail and David (1 Sam 25:2-43)
Creation of the City of David (2 Sam 5:6-16)
David Delivers Israel from Baal-perazim (2 Sam 5:17-25)

Stories of David's Successor (2 Sam 9:1—20:26+1 Kgs 1:1—11:43)

Stories of Merib-baal (2 Sam 9:1-13; 16:1-4; 19:24-30)
Trial of David (2 Sam 10:1—12:31)
Trial of Amnon (2 Sam 13:1—14:33)
Trial of Absalom (2 Sam 15:1—20:23)
Trial of Adonijah (1 Kgs 1:1-53)
Trial of Solomon, 1000-925 BCE (1 Kgs 2:1—11:43)

Review of the Annals for the Monarchs of Israel and Judah (1 Kgs 11:44—2 Kgs 25:30)

Trial of Ahab and Jezebel (1 Kgs 16:29—22:40)
Indictment: Annals for Ahab and Jezebel of Israel, 875-854 BCE (1 Kgs 16:29-34)
Sentence: Stories of Elijah (1 Kgs 17:1—22:40)

Trial of Ahaziah (2 Kgs 1:1—2:25)
Indictment: Annals for Ahaziah of Israel, 854-853 BCE (2 Kgs 1:1-18)
Sentence: Stories of Elisha (2 Kgs 2:1-25)

Trial of Jehoram (2 Kgs 3:1—8:24)
Indictment: Annals for Jehoram of Israel, 849-842 BCE (2 Kgs 3:1-3)
Sentence: Stories of Elisha (2 Kgs 3:4—8:24)

7. Book of Job

Credential Hearings (Job 1:1—2:13)
Indictment Hearings (Job 3:1—42:17)
Indictment (Job 3:1-28)
Legal Arguments (Job 4:1—42:6)
First Session (Job 4:1—14:22)
Third Session (Job 22:1—28:28)
Fourth Session (Job 32:1—42:6)
Entitlement Hearing (Job 42:7-17)

8. Book of Psalms

Teachings

Teaching on Prayer (Ps. 1:1-6)

Hymns

Hymn (Ps. 8:1-9)
Hymn (Ps. 23:1-6)

Hymn (Ps. 150:1-6)

Laments

Lament (Ps. 44:1-26)
Lament (Ps. 3:1-8)
Lament (Ps. 137:1-9)
A Hymn and a Lament (Ps. 66:1-20)
Lament (Ps. 22:1-31)

9. Book of Proverbs

Part One: Courtyard Teachings (Prov. 1:1—9:18)

Teaching on Wisdom (Prov. 1:1-7)
Teaching on Foolishness (Prov. 1:8-19)
Teaching on Wise Teachers (Prov. 3:13-18)
Teaching on Foolish Teachers (Prov. 5:1-23)
Teaching on the Wise Woman at Creation (Prov. 8:1-36)

Part Two: Great Room Teachings (Prov. 10:1—22:16)

Part Three: Holy of Holies Teachings (Prov. 22:17—31:31)

10. Book of Ecclesiastes (Qoheleth)

Audit of Work (Eccles. 1:2-11)
Audit of Wisdom (Eccles. 1:12-18)
Audit of Possessions (Eccles. 2:4-11)
Audit of Harmony (Eccles. 3:1-15)
Audit of Students (Eccles. 7:23-29)
Audit of Learning (Eccles. 11:7—12:8)

11. Song of Songs (Song of Solomon)

Propositions

Woman's Proposition (Song 1:2-4)
Man's Proposition (Song 2:8-13)
Woman's Proposition (Song 2:16-17)
Man's Proposition (Song 4:8-9)
Man's Proposition (Song 7:1-6)

Tours-Burlesque

Tour-Burlesque of the Woman's Body (Song 1:5-6)
Tour Burlesque of the Woman's Body (Song 4:1-5)
Tour Burlesque of the Man's Body (Song 5:11-16)

Erotic Fantasies

Erotic Fantasy (Song 1:9—2:7)
Erotic Fantasy (Song 3:2-8)

Teases

Tease (Song 2:15)
Tease (Song 8:8-10)

Boasts

Boast (Song 5:9)
Boast (Song 6:8-9)

12. Book of Isaiah

Trials of Judah (Isa. 1:1—39:8)

- Trial of Judah (Isa. 1:2-31)
- Trial of Jotham, 741–726 BCE (Isa. 5:1-7)
- Inauguration of Isaiah at Jerusalem (Isa. 6:1-13)
- Trial of Ahaz, 741–726 BCE (Isa. 7:1—12:6)
- Trials of Judah and Its Covenant Partners (Isa. 13:1—23:18)
- Creation of New Heavens and a New Earth (Isa. 24:1—27:13)

Creation of Zion (Isa. 40:1—55:13)

- Sterility Affidavit (Isa. 40:1-31)
 - Inauguration of a Prophet in the Desert (Isa. 40:1-31)
- Cosmogony (Isa. 41:1—48:22)
 - Inauguration of a Servant of Yahweh (Isa. 42:1-9)
 - Initiation of Cyrus (Isa. 44:24—45:13)
- Denouement (Isa. 49:1—55:13)

Isaiah's Book of Psalms (Isa. 56:1—66:24)

- Hymn (Isa. 60:1-22)
- Hymn (Isa. 65:17-25)

13. Book of Jeremiah

Inauguration of Jeremiah in His Mother's Womb (Jer. 1:4-19)

- Trial of Jerusalem (Jer. 2:1—3:5)
- Trial of Judah and Jerusalem (Jer. 13:1-11)
- Trial of Judah (Jer. 13:12-14)
- Trial of Jerusalem (Jer. 16:1-13)
- Trial of Jerusalem and Judah (Jer. 19:1-15)
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- Trial of Jerusalem (Jer. 34:1—35:19)

14. Book of Ezekiel

Creation of the City of Immanuel (Ezek. 1:1—48:35)

- Sterility Affidavit (Ezek. 1:1—12:28)
 - Inauguration of Ezekiel in Babylon (Ezek. 1:1—3:15)
 - Trial of the Old Jerusalem (Ezek. 4:1-17)
- Cosmogony (Ezek. 13:1—32:32)
 - Trial of Judah (Ezek. 14:12-23)
 - Trial of the Old Jerusalem (Ezek. 16:1-63)
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- Covenant (Ezek. 33:1—48:35)
 - Trial of Judah (Ezek. 36:16-38)
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 - Dedication of the City of Immanuel (Ezek. 40:1—48:35)

15. Book of Daniel

Teaching Stories (Dan. 1:1—6:29)

- Daniel and Three Friends Thrive on Vegetables and Water (Dan. 1:1-21)

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Trial of Israel (Hosea 1:3-5)
Trial of Israel (Hosea 2:2—3:5)
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17. Book of Amos

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18. Book of Jonah

19. Living the Bible

What Does the Bible Teach?
Why Do We Say the Bible Is Inspired?

► OTS 2004: xxv (with thanks to Robin B. Salters, University of St Andrews, 2004).

ABBREVIATIONS

**Old Testament Books
(in canonical order)**

Gen	Genesis
Exod	Exodus
Lev	Leviticus
Num	Numbers
Deut	Deuteronomy
Josh	Joshua
Judg	Judges
Ruth	Ruth
1 Sam	1 Samuel
2 Sam	2 Samuel
1 Kgs	1 Kings
2 Kgs	2 Kings
1 Chr	1 Chronicles
2 Chr	2 Chronicles
Ezra	Ezra
Neh	Nehemiah
Esth	Esther
Job	Job
Ps / Pss	Psalms
Prov	Proverbs
Eccl	Ecclesiastes

Apocryphal Books

Bar	Baruch
Add Dan	Additions to Daniel
Pr Az	Prayer of Azariah
Bel	Bel and the Dragon
Sg Three	Song of the Three Young Men
Sus	Susanna
1 Esd	1 Esdras
2 Esd	2 Esdras
Add Esth	Additions to Esther
Ep Jer	Epistle of Jeremiah
Jdt	Judith
1 Macc	1 Maccabees
2 Macc	2 Maccabees
3 Macc	3 Maccabees
4 Macc	4 Maccabees
Pr Man	Prayer of Manasseh
Ps 151	Psalms 151
Sir	Sirach (Ecclesiasticus)
Tob	Tobit
Wis	Wisdom of Solomon

WOMEN
IN THE
HEBREW BIBLE



A READER

EDITED BY ALICE BACH

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