



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit College of Liberal Arts and Sciences Department School of International Letters and Cultures

Subject HEB Number 131 Title Biblical Hebrew 1 Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) REL 131

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

Course description:
The course offers an introduction to Biblical Hebrew. It provides students with the basic tools to understand and translate Biblical Hebrew texts. It covers the Hebrew alphabet, basic vocabulary, morphology and syntax. Emphasis is on a critical approach to the ancient text.

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:

Name Francoise Mirguet Phone (480) 965 2663

Mail code 0202 E-mail: Francoise.Mirguet@asu.edu

Department Chair/Director approval: (Required)

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

Chair/Director (Signature): [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 type="checkbox"/>	<input checked="" 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	131	Biblical Hebrew I	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)
2. Comprehension and interpretation/analysis of written, aural or visual texts, and/or the historical development of textual traditions.	<p>Translation, analysis and interpretation of major texts from the Hebrew Bible;</p> <p>Study of the textual history of the Hebrew bible, from manuscripts to contemporary critical editions;</p> <p>Study of the development of the biblical tradition, through canonization and translation.</p> <p>Revival of Hebrew in Modern Israel</p>	<p>Under "Course Itinerary," see biblical texts referenced (on the following dates: 09/19, 09/24, 10/01, 10/03, 10/29, 11/05, 12/03).</p> <p>Study of the main witnesses of the biblical text (11/14, 11/19, 11/21, 11/26, 11/28);</p> <p>Critical editions of the Hebrew bible (09/17);</p> <p>Origins of writing, and history of Hebrew writing (08/29, 09/05);</p> <p>Different bibles (09/12);</p> <p>Session on 10/10.</p>
4b. Aesthetic systems and values, literary and visual arts.	Study of the literary aesthetic of the biblical text	Introduction to Hebrew poetic and narrative art (09/19, 09/24, 10/01, 10/03, 10/29, 11/05, 12/03).
4d. Deepen awareness of the analysis of literature and the development of literary traditions.	Introduction to the study of biblical Hebrew literature in its original language.	<p>Use of critical editions and their critical apparatus (09/17);</p> <p>Introduction to Hebrew prose and poetry (see above);</p> <p>Study of foundational texts of Judaism and Christianity.</p>

Biblical Hebrew 1: Initiation

HEB/REL 131

Fall xxxx
Mon/Wed TBD

**Biblical Hebrew fulfills ASU's
second language requirement**



Instructor: Françoise Mirguet
Office: LL 410 C

Office hours:
Mon 10 am – 12 pm + by appointment

Francoise.Mirguet@asu.edu
(480) 965-2663

This course is the first component of a FOUR-SEMESTER CURRICULUM:

HEB 194	Biblical Hebrew I	Fall	Basics
HEB 194	Biblical Hebrew II	Spring	All grammar – Dictionary – Narrative texts
HEB 294	Biblical Hebrew III	Fall	Prophetic and poetic texts
HEB 294	Biblical Hebrew IV	Spring	All the Bible and beyond

1. COURSE DESCRIPTION

The course offers an introduction to Biblical Hebrew, the language in which most of the books of the Hebrew Bible/Old Testament have been written. It provides students with the basic tools to understand and translate Biblical Hebrew texts. It covers the Hebrew alphabet, basic vocabulary, morphology and syntax. Emphasis is on a critical approach to the ancient text.

The course also introduces students to the evolution of the biblical text and of the Hebrew language. The texts translated in class are situated in the history of Israel, but also in their Jewish and Christian cultural and religious contexts.

The course does not have any prerequisite.

2. STUDENTS' LEARNING OUTCOMES

Upon successful completion of this course,

Students will know:

- the basic vocabulary of Biblical Hebrew
- the basic grammar of Biblical Hebrew
- landmarks in the history of Hebrew
- landmarks in the history of the biblical text

Students will be able to:

- read aloud the Hebrew Bible
- translate easy biblical texts
- use a critical edition of the Hebrew Bible
- find the Hebrew term/clause behind an English translation

3. LISTING OF ASSIGNMENTS

Assignments	Number and Frequency	Link to Learning Outcomes
25 written one-sheet assignments, to be completed at home. Include: <ul style="list-style-type: none"> - translation, - parsing, - analysis, - questions and reflection on readings. 	1 assignment by session (= 2 assignments per week)	<ul style="list-style-type: none"> - Learning the basic grammar of Biblical Hebrew - Translate easy biblical texts - Use a critical edition of the Hebrew Bible - Find the Hebrew term/clause behind an English translation
10 vocabulary quizzes (10 words each, from Futato's <i>Beginning Biblical Hebrew</i>)	1 quiz per week	Learning the basic vocabulary of Biblical Hebrew
2 reading tests (oral reading, between 1 and 5 verses)	2 tests per semester	Reading aloud the Hebrew Bible
5 scholarly articles/book chapters to read (see below)	5 per semester	Knowing the landmarks in the history of Hebrew and of the biblical text
1 presentation (on ancient manuscripts of the Hebrew Bible). Each presentation includes: <ul style="list-style-type: none"> - the date of the manuscript, - its geographical origin, - its discovery, - its content, - its writing, - its significance for biblical scholarship, - its illustrations if any. 	1 presentation per semester	Knowing the landmarks in the history of Hebrew and of the biblical text
Midterm exam. Includes: <ul style="list-style-type: none"> - A vocabulary quiz (10 words); - Exercises similar to those in the assignments; - Simple phrases/sentences to translate from Hebrew to English, with words and structures studied in class; - An essay question on a topic covered in class. 	1 in the middle of the semester	All the above
Final exam Same structure as midterm exam.	1 at the end of the semester	All the above

4. GRADING POLICIES AND PERCENTAGES

Grades will be accessible on Blackboard. They will be attributed as followed:

Final	40% of final grade
Midterm	25%
Quizzes	15%
Assignments	10%
Reading Tests	5%
Class Participation	5%
Presentation	Extra credit

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

5. READINGS

REQUIRED:

Biblia Hebraica Stuttgartensia. Stuttgart: Deutsche Bibelgesellschaft, 1997 (or another Hebrew Bible);

Mark D. Futato, *Beginning Biblical Hebrew*. Winona Lake: Eisenbrauns, 2003;

Articles/Book chapters:

Andrew Robinson, *The Story of Writing*. London: Thames and Hudson, 2007, pp. 164-173;

Joel M. Hoffman, *In the Beginning: A Short History of the Hebrew Language*. New York/London: New York University press, 2004, pp. 15-27;

Marc Z. Brettler, *How to Read the Bible*. Dallas: Jewish Publication Society, 2005, pp. 7-12;

Paul D. Wegner, *A Student's Guide to Textual Criticism of the Bible*. Downers Grove, IL: IVP Academic, 2006, pp. 106-117;

Benjamin Harshav, "Flowers Have no Names." *Natural History* 118/1 (2009), pp. 24-29.

OPTIONAL:

Francis Brown, S. R. Driver, Charles A. Briggs, *Brown-Driver-Briggs Hebrew and English Lexicon of the Old Testament*. Peabody, MA: Hendrickson Publishers, 1906 (and many recent editions).

Also available for free download: <http://archive.org/details/hebrewenglishlex00browuoft>

6. COURSE ITINERARY

F = Futato, plus lesson number;

Each Monday class will begin by a **quiz** (vocabulary and grammar).

A **written assignment** will be due each class (one separate sheet).

Biblical texts will be added according to progress.

Date	Homework	Topics Covered in Class
Mo 08/27		Presentation of the course First look at the Hebrew bible and at the Hebrew letters
Wed 08/29	First assignment due! Read Robinson, "The Phoenician Letters"	The consonants (F 1) History of Hebrew Writing
Mo 09/03	LABOR DAY	
Wed 09/05	Read Hoffman, "Writing"	The vowels or <i>niqqud</i> (F 2) Origins of Writing
Mo 09/10	Prepare for first quiz!	Syllables, Shewa, and Dagesh (F 3) Family tree of Hebrew
Wed 09/12	Read Brettler, "What is the Bible, anyway?" Bring a (English) Bible to class	The noun (F 4) Different bibles: different languages, different books
Mon 09/17 Rosh Hashanah	Read Wegner, "Modern Diplomatic Editions" Bring a Hebrew Bible to class	The pronoun and the article (F 5) The critical editions of the Bible
Wed 09/19		The verb: <i>qal</i> perfect (F 6) Gen 1:1-5
Mon 09/24		Sentences with verbs (F 7) Gen 1:1-5 (continuation)
Wed 09/26 Yom Kippur		The nouns: vowel changes (F 8) Divine names

Mon 10/01		Prepositions and <i>waw</i> conjunction (F 9) Ps 134
Wed 10/03		The adjective (F 10) Ps 134 (cont.)
Mon 10/08		The verb: <i>qal</i> imperfect (F 11) The Hebrew bible in the synagogue
Wed 10/10	Read Harshav, "Flowers Have no Name"	Construct relationship singular or <i>Semikut</i> (F 12) Revival of Hebrew in Modern Israel
Mon 10/15	FALL BREAK	
Wed 10/17	Post your reading on Blackboard	Construct relationship plural (F 13) Idiomatic expressions in ancient Hebrew
Mon 10/22		Review for the midterm
Wed 10/24	MIDTERM	
Mon 10/29		<i>Qal</i> perfect and imperfect: Weak roots (F 14) Exod 3:13-16: the revelation of the divine name
Wed 10/31		<i>Qal</i> perfect and imperfect: ק"ל verbs (F 15)
Mon 11/05		<i>Qal</i> perfect and imperfect: ק"ל verbs (F 15 cont.) Deut 6:4-6
Wed 11/07		Possessive Suffixes on singular nouns (F 16) Hebrew anthropology: the <i>lebh</i> , <i>nefesh</i> and <i>neshama</i>
Mon 11/12	VETERAN'S DAY	
Wed 11/14		Demonstrative pronouns (F 17) Keteph Hinnom amulets
Mon 11/19		Relative pronouns and Directive כ (F 17 cont.) Nash Papyrus
Wed 11/21		<i>Qal</i> imperfect: ק"ל and ק"ל verbs (F 18) Manuscripts from the Dead Sea Scrolls
Mon 11/26		Possessive suffixes on plural nouns (F 19) Samaritan Pentateuch
Wed 11/28		<i>Qal</i> infinitives: infinitive construct (F 20) The Main Codices: Aleppo and Leningrad Codices
Mon 12/03	Post your reading on Blackboard	<i>Qal</i> infinitives: infinitive absolute (F 20 cont.) Ruth 1:6b-19 (selections)
Wed 12/05		Review and preparation of the final
Mon 12/10	FINAL	

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. Quizzes 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/

“Some examples of reasonable accommodation are making existing facilities readily accessible to and usable by persons with disabilities; **flexible timeline for program completion**; acquisition or modification of equipment or devices; **appropriate adjustment or modification of examinations or policies**; provision of qualified readers, note takers, and/or signed language interpreters; provision of print formats and so on.”

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 **\$5.00** of print quota (either 50 single-sided or 62 double-sided pages). Students may purchase more in LL66.

WITHDRAWALS AND INCOMPLETES

<http://www.asu.edu/aad/catalogs/general/ug-enrollment.html#grading-system>

List of Course Materials

HEB/REL 131

1. **Table of Contents** of Mark D. Futato, *Beginning Biblical Hebrew*. Winona Lake: Eisenbrauns, 2003, chapters 1-20 (see appended sheets).

2. **Additional Materials:**

REQUIRED:

Biblia Hebraica Stuttgartensia. Stuttgart: Deutsche Bibelgesellschaft, 1997 (or another Hebrew Bible);

Articles/Book chapters:

Andrew Robinson, *The Story of Writing*. London: Thames and Hudson, 2007, pp. 164-173;

Joel M. Hoffman, *In the Beginning: A Short History of the Hebrew Language*. New York/London: New York University press, 2004, pp. 15-27;

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Paul D. Wegner, *A Student's Guide to Textual Criticism of the Bible*. Downers Grove, IL: IVP Academic, 2006, pp. 106-117;

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Also available for free download: <http://archive.org/details/hebrewenglishlex00browuoft>

Beginning Biblical Hebrew

Mark D. Futato

Winona Lake, Indiana
Eisenbrauns
2003

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