

Term Information

Effective Term Spring 2020
[Previous Value](#) Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose that Hebrew 2703: Prophecy in the Bible and Post-Biblical Literature be changed to Hebrew 3703: Prophecy in the Hebrew Bible.

What is the rationale for the proposed change(s)?

As part of this curriculum revision, we propose changes to several course numbers, to differentiate between introductory courses (2000) and topical courses (3000). We would like to move this course to the 3000 level, to distinguish between introductory courses and more focused topical courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course being moved to 3000 level will provide students with more flexibility in meeting upper division course requirements. The title is also being changed to clarify content.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Proposed Changes to the Hebrew major and minor as well as Jewish Studies major and minor have been submitted to Bernadette Vankeerbergen. This includes the major advising sheet, curriculum map, assessment plan, 4 year plan, and ASC minor sheet.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Hebrew
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3703
Previous Value	2703
Course Title	Prophecy in the Hebrew Bible
Previous Value	Prophecy in the Bible and Post-Biblical Literature
Transcript Abbreviation	Hebrew Bible Proph
Previous Value	Proph Bbl&Pst-Bbl
Course Description	An intensive investigation into the dynamics of Israelite prophecy and apocalyptic in the context of ancient Near Eastern culture.
Previous Value	The dynamics of Israelite prophecy and apocalyptic in the context of ancient Near Eastern culture.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	Not open to students with credit for Hebrew 2703, JewshSt 2703, or JewshSt 3703.
Previous Value	Not open to students with credit for 373 or JewshSt 2703.
Electronically Enforced	No

Cross-Listings

Cross-Listings	
Previous Value	<i>Cross-listed in JewshSt.</i>

Subject/CIP Code

Subject/CIP Code	16.1102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Articulate the essential features of Israelite prophecy as a distinctive social phenomenon in the context of ancient Near Eastern culture.• Trace the evolution of the phenomenon in Israel from its rise to its decline and ultimate transformation into apocalyptic• Identify some of the nuances and idiosyncrasies of certain individual prophets.• Identify the primary contributions of the prophetic phenomenon to Jewish, Christian, and Islamic religions.
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[Previous Value](#)

COURSE CHANGE REQUEST
3703 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/08/2019

Content Topic List

- Ancient Near Eastern Literature
- Bible
- Ancient Hebrew culture
- Religions of the ancient Near East
- Prophecy
- Poetry
- History of Religions
- Mythology
- Gender issues

Sought Concurrence

No

Attachments

- Hebrew:JS 3703 Syllabus.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Hebrew:JS 3703 Diversity:Global Studies GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Hebrew:JS 3703 Literature GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- Please upload GE assessment plan. *(by Vankeerbergen,Bernadette Chantal on 03/21/2019 02:34 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/13/2019 02:02 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/13/2019 02:15 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 03:37 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2019 02:34 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	04/08/2019 12:41 PM	Submitted for Approval
Approved	Holub,Robert Charles	04/08/2019 12:45 PM	Unit Approval
Approved	Heysel,Garett Robert	04/08/2019 08:31 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/08/2019 08:31 PM	ASCCAO Approval

Prophecy in the Hebrew Bible

Hebrew/Jewish Studies 3703

Office and office hours:

GTA:

Course Description

An intensive investigation into the dynamics of Israelite prophecy and apocalyptic in the context of ancient Near Eastern culture.

General Education

This course fulfills the University's General Education ("GE") requirement for both "Literature" and "Diversity: Global Studies." Below are the university-defined goals and expected learning outcomes for each.

Literature

Goals: Students evaluate significant texts from the 2nd-1st millennium BCE ancient Near East in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

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

Diversity: Global Studies

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

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of the ancient Near East in the 2nd-1st millennium BCE.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

All of the above will be fulfilled by students' critical engagement of the phenomenon of Israelite prophecy and ancient near eastern prophetic contexts through reading, writing, and discussing biblical literature in the diverse contexts of ancient near eastern culture.

Course Objectives

Upon completion of this course, students should be able to:

1. Articulate the essential features of Israelite prophecy as a distinctive social phenomenon in the context of ancient Near Eastern culture.

2. Trace the evolution of the phenomenon in Israel from its rise to its decline and ultimate transformation into apocalyptic.
3. Identify some of the nuances and idiosyncrasies of certain individual prophets.
4. Identify the primary contributions of the prophetic phenomenon to Jewish, Christian, and Islamic religions.

To achieve these objectives, class lecture coupled with class discussion will form the core of this course, supplemented by outside readings and written assignments. The readings will include primary and secondary sources, providing the student opportunity for exposure to the prophetic literature at first hand while also supplying input from contemporary scholarship.

Measuring Achievement of the Objectives

- 20%—Homework and Daily Quizzes
- 20%—Writings Assignments
- 20%—Midterm I (Thursday, Sept 21)
- 20%—Midterm II (Thursday, Oct 26)
- 20%—Final Exam (Monday, Dec 11, 12:00–1:45pm)

Homework

Guides to the assigned readings and questions on these readings will be posted for each class period on Carmen. Both items are designed to make assigned reading more rewarding and more focused. Before coming to class each day, students are expected to:

1. Read the assignment listed for that date.
2. Read the supplementary notes and materials as posted on Carmen.
3. Answer the reading questions posted on Carmen, and have the answers ready to turn (hard copy) in at the start of class. Since a large portion of the Midterms and Final exam are taken directly from them, it is in each student's best interest to answer all reading questions thoroughly.
4. Be prepared to take a daily quiz at the beginning of class. The remainder of class will be spent discussing the assigned reading and other related topics.

Quizzes

Daily quizzes will be based directly on the homework questions assigned for that day, which in turn are based on the readings and supplementary notes posted on Carmen. The purpose of the quizzes is to make sure the student is doing the assigned reading. They are designed neither to be picky nor to focus on minor details. If a student reads the material carefully and answers the questions thoroughly, there is no reason the student should not do well on every quiz. These daily quizzes will average between two to four questions and will be graded 0 to 10 where 10 is an A (all correct), 9 is a B (one item wrong), 8 is a C (two items wrong), etc.

Writing Assignments

There will be a series of short formal written assignments at intervals throughout the course. Specific expectations for each assignment will vary and will be posted on Carmen. The written assignment must be typed, DOUBLE-spaced, 12-point font, with 1-inch margins (no fancy fonts

- please use standard fonts such as Times New Roman, Cambria, Calibri, and Arial).

Assignments are due at the beginning of class on the assigned date. These assignments will be graded and returned to the student for possible revision. If the student's written work requires a revision - particularly with regard to spelling, grammar, syntax, and style - the professor will indicate if further work is needed. This aspect of the course is designed to help students improve their skills in written communication.

Exams

Exams are for the most part NOT cumulative. The content of each exam will derive from the daily readings, reading guides, and questions in addition to material from class discussions.

The final exam is set by the university as Monday, Dec 11, 12:00–1:45pm. While I do not foresee the university changing the scheduled time, feel free to check their website (<https://registrar.osu.edu/scheduling/SchedulingContent/AU17Finals.pdf>). *If a student is unable to take the final exam at the specified time, he or she must make other arrangements the first week of class, if possible, or drop the class.*

Absences

The student is responsible for all information, materials, and class discussion that occur, even in his or her absence. The absent student must make arrangements with other class members to obtain notes or to be apprised of class developments or changes when absent.

No late assignments will be accepted and no quizzes may be retaken if missed. Since absences are often unavoidable, 10% of all quizzes and assignments will be dropped before computing the student's grade (if all quizzes are taken by the student, the lowest 10% will be dropped).

Textbooks

Required—Bible (a hard-copy, printed Bible is required during class sessions).

- a. Most translations are acceptable (e.g., Revised English, New English, [New] Jerusalem, New International, [New] Jewish Publication Society, New American, [New] Revised Standard, New American Standard, [New] King James, English Standard Version, Young's Literal). However, paraphrases are not acceptable for the purposes of this course (e.g., New Living, Message, Common English, Good News). Hopefully there will be a sufficient variety in the class so that the different features of various translations will become apparent during the course of the semester.
- b. For those who do not own a Bible and who are unfamiliar with the options available, note that Bibles are readily available at used book stores and that a number of websites can provide brief introductions to the distinctive features of available options, such as <http://www.bible-researcher.com/versions.html>. Please feel free to consult me with any further questions about this.

Recommended—Meier, Samuel A. *Themes and Transformations in Old Testament Prophecy*.

There is more in this book than we will cover in class, and we will be covering much in class that is not in this book, but some students in the past have found the book to be a helpful supplement to class discussion.

Academic Misconduct

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

Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Provisional Schedule of topics and readings

The following schedule is tentative and designed to provide an overview of the course. Specific assignments and discussion topics will be posted on Carmen. While discussion topics may differ slightly from what appears below, the dates on which assignments and readings are due should remain as printed below.

Week One - Prophetic Speech Forms (Covenant Lawsuit, War Oracle; Prose and Poetry) - Zephaniah.

Aug 22 First day of class

Aug 24 Assignment due: Zephaniah 1-3

Week Two - Prophetic Speech Forms - Continued (Divine Council and Messenger Speech; Lament; Allegory, and others) - Amos and Hosea

Aug 29 Assignment due: Amos 1-4

Aug 31 Assignment due: Amos 5-9

Week Three - Prophetic Forms – Conclusion - Amos and Hosea

Sept 5 Assignment due: Hosea 1-7

Sept 7 Assignment due: Hosea 8-14

Week Four – Deuteronomistic (Dtr) Historian's presentation of prophets (terms: *nabi'*, *'ish 'elohim*, *ro'eh*, *hozeh*, etc.) - Elijah and Elisha narratives.

Sept 12 Assignment due: 1 Kings 17-2 Kings 2

Sept 14 Assignment due: 2 Kings 3-11

Week Five - Dtr Historian's presentation of prophets (continued) - Samuel.

- Sept 19 Assignment due: 1 Samuel 1-3, 7-12
- Sept 21 First Midterm Exam
- Week Six - Extra-biblical prophets (Mesopotamia, Egypt, Canaan) - Balaam
- Sept 26 Assignment due: Mari letters, Neo-Assyrian oracles, Northwest Semitic inscriptions
- Sept 28 Assignment due: Numbers 11-12, 22-24
- Week Seven – Eighth Century Prophets in Judah – Isaiah and Micah
- Oct 3 Assignment due: Isaiah 1-11
- Oct 5 Assignment due: Micah 1-7
- Week Eight – Seventh Century Prophets (The Problem of the "False" Prophets; Jeremiah)
- Oct 10 Assignment due: Jeremiah 1, 13, 16, 18-20, 24, 26-29
- Oct 12 Break
- Week Nine - Seventh Century and Sixth Century Prophets (Jeremiah [cont], Habakkuk, Ezekiel; the decline of prophecy; relative social status of prophet and king; shifting social contexts)
- Oct 17 Assignment due: Jer 32, 36-43
- Oct 19 Assignment due: Habakkuk 1-3; Ezekiel 1-5
- Week Ten – Sixth Century Prophets Exilic Crisis (Ezekiel conc)
- Oct 24 Assignment due: Ezekiel 8-12, 16-19
- Oct 26 Second Midterm
- Week Eleven – Exilic and Post-exilic Crisis (Second Isaiah, rise of sectarianism; rivalry among competing social/power structures), Messianism - Ezekiel, Haggai Zechariah, and Malachi
- Oct 31 Assignment due: Isaiah 40-48
- Nov 2 Assignment due: Haggai 1-2; Zechariah 1-8
- Week Twelve – Post Exilic Crisis and Rise of Apocalyptic (Malachi, Daniel)
- Nov 7 Assignment due: Malachi 1-3
- Nov 9 Assignment due: Daniel 1-2, 4-5, 7-12
- Week Thirteen – Second Temple Prophecy and Apocalyptic
- Nov 14 Assignment due: Selected Qumran texts
- Nov 16 Assignment due: Selected Second Temple texts (Josephus, Greco-Roman world)
- Week Fourteen - Second Temple Prophecy and Apocalyptic (conc)
- Nov 21 Assignment due: New Testament (selections)
- Nov 23 Thanksgiving Break
- Week Fifteen – The Zenith of Apocalyptic (Revelation, II Ezra)
- Nov 28 Assignment due: Revelation 1-2, 4-9, 19-22
- Nov 30 Assignment due: 2 Ezra (selections)
- Week Sixteen – The Heritage of Prophecy and Apocalyptic
- Dec 5 Assignment due: Lucian's "Alexander the False Prophet"

GE Assessment Plan for Diversity: Global Studies
Hebrew/Jewish Studies 3703 *Prophecy in the Hebrew Bible*

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Diversity: Global Studies

Goals

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

Expected Learning Outcomes

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

Two examples of direct measures:

1. **Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* How do peripheral groups in the ancient Near East survive in an environment where there is an unpredictable food supply?"
 - b. *ELO 2 example question:* Why is a belief in God necessary, or not, for prophetic critiques from the ancient Near East to have value in 21st century American culture?
2. **Sample of the questions of final exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question:* How do ancient Near Eastern authority structures handle voices of dissent such as prophets?
 - b. *ELO 2 example question:* In what ways have the worldviews of Israel's prophets affected 21st century American culture?

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Diversity: Global Studies ELO 1

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Global Studies ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Plan - Literature
Hebrew/Jewish Studies 3703 *Prophecy in the Hebrew Bible*

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze, interpret, and critique significant literary works.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for Proposed Hebrew/Jewish Studies 3703 course

Literature

Goals

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

Expected Learning Outcomes

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

Two examples of direct measures:

1. **Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**

Example questions include:

- a. *ELO 1 example question:* Does this text work better as an oral performance that one hears or as a written document that one reads?
 - b. *ELO 2 example question:* If a classical prophet could be transported into our 21st Western culture, what would this prophet critique as problematic?
2. **Questions from final exam will be used to assess achievement ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question:* In what ways does Hebrew poetry differ from English poetry?
 - b. *ELO 2 example question:* What prophetic critiques of kingship in the ancient world are also applicable to 21st century democracies?

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Literature ELO 1

Students analyze, interpret, and critique significant literary works.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Literature ELO 2

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: