

## 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 2708: Biblical and Post-Biblical Wisdom Literature be changed to Hebrew 3708: Wisdom Literature in the 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. The title is also being changed to clarify content.

### 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.

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	3708
<a href="#">Previous Value</a>	2708
Course Title	Wisdom Literature in the Bible
<a href="#">Previous Value</a>	Biblical and Post-Biblical Wisdom Literature
Transcript Abbreviation	Bible Wisdom Lit
<a href="#">Previous Value</a>	Bbl & Pst-Wisd Lit
Course Description	An examination of the various ideas, themes, attitudes, implications, and genres of biblical and post-biblical wisdom literature.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No

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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

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	Not open to students with credit for Hebrew 2708, JewshSt 2708, or JewshSt 3708.
<a href="#">Previous Value</a>	Not open to students with credit for 378 or JewshSt 2708.
Electronically Enforced	No

## Cross-Listings

Cross-Listings	Cross-listed in JewshSt.
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## Subject/CIP Code

Subject/CIP Code	16.1299
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"><li>• Introduce and evaluate the history of ideas associated with human life-choices and ethics as found in texts from the ancient Near East and the Hebrew Bible.</li><li>• Initiate sensitivity to the non-Western culture in which the text originates, developing an appreciation for some of its literary expressions.</li><li>• Enjoy study of the Hebrew Bible.</li></ul>
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### [Previous Value](#)

Content Topic List	<ul style="list-style-type: none"><li>• Bible</li><li>• Ancient Hebrew culture</li><li>• Cultures of the ancient Near East</li><li>• Literary genres</li><li>• Gender issues</li><li>• Ancient Israelite religion</li></ul>
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Sought Concurrence	No
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**Attachments**

- Hebrew:JS 3708 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Hebrew:JS 3708 Diversity:Global Studies GE Assessment Plan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- Hebrew:JS 3708 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 02:31 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/13/2019 02:03 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/13/2019 02:17 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 03:35 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2019 02:31 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	04/08/2019 12:45 PM	Submitted for Approval
Approved	Holub,Robert Charles	04/08/2019 12:46 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

## ***Wisdom Literature in the Bible***

Hebrew/Jewish Studies 3708

Class Schedule:

Professor:

Office Hours:

### **Course Description**

The purpose of this course is to provide the student with some fundamental insights into the Hebrew Bible within the context of its social, cultural, and historical milieu, as well as the common near eastern setting. One of the main objectives is to explore the searching spirit of ancient man for ultimate issues, such as the purpose of existence, the destiny of man, the problem of evil, how to navigate life successfully, and related topics. While this course stresses that the Hebrew Bible cannot be understood, and still less appreciated, without its larger cultural setting, it also strives to point out the distinctive features of these texts. Insights from post-biblical Hebrew traditions (Talmud, Midrash, etc.) as well as contributions from a great many academic disciplines are utilized to provide a variety of perspectives on the Hebrew Bible.

Students in the course will read (in English translation) the biblical texts that are identified with wisdom genres, specifically focusing on Proverbs, Ecclesiastes, Job, selected Psalms, and Ben Sira among others. The course will stress the indivisible unity of the secular, religious, and ethical aspects of biblical wisdom. It will also explore the universal aspects of wisdom and its search for regularity within the diversity of the phenomena of the world. Because proper comprehension of biblical wisdom depends upon an understanding of related texts in Egypt and Mesopotamia, the course will address the striking similarities, in thought and form, between biblical wisdom on the one hand and Egyptian wisdom (Wisdom of Amenemope, Instructions of Merikare, Ptahhotep, etc.), and Babylonian Wisdom (Babylonian Theodicy, Dialogue of Pessimism, etc.) on the other. Only by means of such comparison will the distinctive features of Israelite wisdom come to prominence. Insights from Rabbinic wisdom (e.g., Pirquei Avot) will also be provided.

### **General Education**

This course can fulfill 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 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.

#### *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.

### **Course Objectives**

1. Enjoy a study of the Hebrew Bible.
2. Initiate sensitivity to the non-Western culture in which the text originates, developing an appreciation for some of its literary expressions.
3. Introduce and evaluate the history of ideas associated with human life-choices and ethics as found in texts from the ancient Near East and the Hebrew Bible.

### **Achieving the Objectives**

1. Classroom interaction
2. Daily readings from the Hebrew Bible and related texts
3. Memorization of select biblical passages
4. Daily written assignments in response to assigned readings

### **Measuring Achievement of the Objectives**

- 25%—Daily assignments and quizzes
- 25%—Midterm I (Tuesday, September 20)
- 25%—Midterm II (Tuesday, October 25)
- 25%—Final Exam (Monday, Dec 12 2:00-3:45)

### **Homework**

Guides to the assigned readings and questions on these readings will be posted for each class period on Carmen or via email. Both guides and questions 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 or via email.
3. Answer the reading questions on Carmen or email, and have the answers ready to turn in at the start of class. Since a large portion of the midterms and final exams are taken directly from these assignments, it is in each student's best interest to answer all the reading questions carefully.
4. If a quiz has been announced for the next class, be prepared to take a quiz at the beginning of class.

### **Quizzes**

There may be a quiz on occasion, and the material that the quiz will cover will be made explicit in advance. They are designed neither to be picky nor to focus on minor details. Rather, the purpose of any quizzes is to motivate the student to consistently keep up with the material. Quizzes will be graded on a 10-point scale (10 = A, 9 = B, 8 = C, 7 = D).

Many passages in the Bible are pivotal not only for biblical literature but also for literary, cultural, and religious developments after the closing of the biblical canon. Because of their significance and in order to bridge the cultural gap between the world of the Bible and our own, a handful of these texts will be memorized during the course of the semester. Each week there will be a quiz over the

short selection assigned for that week (e.g., Prov. 1:7-9 will be the first passage memorized, with a quiz on its successful memorization taking place on Tuesday, Aug 30).

### **Exams**

Exams (midterms and final) are not cumulative, for the most part. Each exam will derive a sizeable portion of its content from the daily reading guides and questions, in addition to class discussions. The final exam has been set by the university for Monday, Dec 12 2:00-3:45. *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 discussions 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. In order to accommodate inevitable emergencies that are beyond the student's control, the lowest 10% of all assignments and quizzes will be dropped. Those students who take all quizzes will have the lowest 10% of their quiz and assignment grades dropped.

### **Required Texts**

A Bible is required for use in class. Most versions are acceptable, for example, the Revised English Bible, the New English Bible, the [New] Jerusalem Bible, the New International, the [New] Jewish Publication Society (Tanakh), the [New] Revised Standard Version, the New American Standard Bible, the [New] King James Version, or the English Standard Version. Paraphrastic versions, such as the New Living Translation, the Message, the Common English Version, and the Good News Bible, are unacceptable for the purposes of this course. 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. For those who do not own a Bible, or who are unfamiliar with the options available, note that Bibles are readily available at used bookstores 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>.

All other texts that will be required for the course can be accessed either on-line or will be made available on Carmen.

### **Audio-Recording**

Lectures are not permitted to be recorded on any device.

### **Academic Misconduct**

Plagiarism is not tolerated. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Schedule**

The following tentative schedule is designed to provide an overview of the course, specifying the dates that specific reading assignments are due and the general subjects targeted for discussion each day (the date listed is the day on which each assignment IS DUE). It is likely that time constraints and student questions will modify the sequence and timing of some of these subjects. However, the dates on which assignments and readings are due should remain as printed below unless otherwise modified by the professor.

Week One – The Egyptian Tradition  
Aug 23 Orientation  
Aug 25 Due: readings from Ptahhotep

Week Two The Egyptian Tradition (continued)  
Aug 30 Due: readings from Merikare  
Sep 1 Due: readings from Amenemope

Week Three – The Biblical Book of Proverbs  
Sep 6 Due: readings from Proverbs 1-9  
Sep 8 Due: readings from Proverbs 10-15

Week Four - The Biblical Book of Proverbs (continued)  
Sep 13 Due: readings from Proverbs 22:17-25:28  
Sep 15 Due: readings from Proverbs 30-31

Week Five - Ahiqar  
Sep 20 Midterm #1  
Sep 22 Due: readings from Ahiqar

Week Six – Theodicy: The Babylonian Tradition  
Sep 27 Due: readings from the Babylonian Theodicy  
Sep 29 Due: readings from Ludlul

Week Seven – Theodicy: The Book of Job  
Oct 4 Due: readings from Job 1-11  
Oct 6 Due: readings from Job 12-21

Week Eight – Theodicy: The Book of Job (continued)  
Oct 11 Due: readings from Job 23-31  
Oct 13 No class – break

Week Nine – Theodicy: Job and the Book of Psalms

Oct 18 Due: readings from Job 32-42

Oct 20 Due: readings from selected Psalms

Week Ten - Skeptical Literature: Babylonian and Egyptian Contexts

Oct 25 Midterm #2

Oct 27 Due: readings from Babylonian material (Dialogue of Pessimism)

Week Eleven - Ecclesiastes

Nov 1 Due: readings from Egyptian material (Dispute of Man with his Ba, Harpers' Songs)

Nov 3 Due: readings from Ecclesiastes 1-3

Week Twelve – Ecclesiastes (continued)

Nov 8 Due: readings from Ecclesiastes 4-6

Nov 10 Due: readings from Ecclesiastes 7-9

Week Thirteen – Ben Sira

Nov 15 Due: readings from Ecclesiastes 11-12

Nov 17 Due: readings from Ben Sira 1-12

Week Fourteen – Ben Sira (continued)

Nov 22 Due: readings from Ben Sira 13-24

Nov 24 No class - Thanksgiving

Week Fifteen

Nov 29 Due: readings from Ben Sira 25-36

Dec 1 Due: readings from Ben Sira 37-51

Week Sixteen

Dec 6 Due: Readings from Rabbinic wisdom



**GE Assessment Plan for Diversity: Global Studies**  
**Hebrew/Jewish Studies 3708 *Wisdom Literature in the Bible***

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b>  <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b>  <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b></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><b><u>ELO 2</u></b></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:* What kind of a culture values proverbial wisdom?
  - b. *ELO 2 example question:* What are rewards are promised to the wise person in the ancient Near East, and in what ways do they differ from the rewards that a successful person expects in 21<sup>st</sup> century America?
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:* To what degree are the wisdom cultures of the ancient Near East equally accessible to all members of society?
  - b. *ELO 2 example question:* In what ways has the worldview of Israel's wisdom tradition affected 21<sup>st</sup> 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 3708 *Wisdom Literature in the Bible*

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>ELO 1</u></b></p> <p>Students analyze, interpret, and critique significant literary works.</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” 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><b><u>ELO 2</u></b></p> <p>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</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” from students at the end of the semester</p>	

## Appendix: Assessment Rubric for Proposed Hebrew/Jewish Studies 3708 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:* What advantages does an extended discourse have over proverbial speech, and what advantages does proverbial speech have over extended discourse?
  - b. *ELO 2 example question:* Is there a counterpart to ancient wisdom literature in contemporary American culture?
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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:* To what degree can you discern a difference between Egyptian and Israelite instructional literature?
  - b. *ELO 2 example question:* What aspects of contemporary American culture are at odds with the wisdom tradition of the ancient Near East?

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:**