

Term Information

Effective Term Autumn 2022

Course Change Information

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

DL approval

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

If approved as a distance learning course, Hebrew 3704 would be the first course in Hebrew Bible at OSU to be offered online. There is great interest among undergraduates in fulfilling GE courses in Hebrew Bible, based on solid enrollment figures each semester. We would like to provide one course per year via distance learning to enable many students to study this subject who would not be able to take this course in person. NELC will continue to offer multiple Hebrew Bible courses each semester in person, but this online course would give greater flexibility to students who work full-time, students with disabilities, and Program 60 students. In Spring 2021, this course was offered online because of the pandemic, and the student body is far more diverse in terms of age, race, ethnicity and field of study than it has been in the past. This shows how important it is for NELC to provide distance learning courses to provide OSU undergraduates with greater flexibility and accessibility.

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)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

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	3704
Course Title	Women in the Bible and Beyond
Transcript Abbreviation	Women in Bib Lit
Course Description	An examination of the social, legal, and religious position of women as they appear in the Hebrew Bible and the ways in which they have been represented and interpreted in later textual, visual, and audio sources.
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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.
Exclusions	Not open to students with credit for 2704, JewshSt 2704, or 3704.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in JewshSt.
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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); Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• To analyze the representations of women in the Hebrew Bible, covering a wide spectrum of biblical narratives and characters.• To understand the historical and legal status of women in ancient Israel, and the ways in which that status is reflected in the Hebrew Bible.• To analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature.• To enable students to pursue interests in history, literature, art, literary criticism, feminism, and religious studies, as they relate to the images and interpretations of Biblical women.
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Content Topic List

- Reading the Bible in its time
- Creation
- Mothers and matriarchs
- Wives and their husbands
- Women and biblical law
- Sexual violence and power
- Victims
- Powerful Women
- Gender
- Religion and contemporary life

Sought Concurrence
Previous Value

No

Attachments

- Online Syllabus Hebrew 3704 - ASC Review.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hebrew 2704 Syllabus (Spring 2018).doc: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hebrew 3704.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	03/26/2021 03:04 PM	Submitted for Approval
Approved	Levi, Scott Cameron	03/26/2021 03:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/31/2021 05:29 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/31/2021 05:29 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

HEBREW 3704
WOMEN IN THE BIBLE AND BEYOND

Spring 2021

Credit hours: 3

Mode of delivery: distance learning

Instructor: Professor Naomi Brenner

Email: brenner.108@osu.edu

Office: 315 Hagerty Hall, 1775 College Rd.

Office Hours: Wednesdays, 2-3pm and by appointment, on Zoom

Preferred means of communication:

- The best way to reach me is via email, although I'll also monitor course discussion boards.
- Each week, I will post a to-do checklist in CarmenCanvas Announcements. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Graduate Teaching Assistant: Gamze Akbas

Email: akbas.2@osu.edu

Course Description

From Eve to Deborah and from Rachel to Delilah, this course examines the cultural images and legal status of women during biblical times and beyond. How have writers and readers found new meanings in these characters and narratives from biblical times to the present day? Why do so many people, from religious scholars to artists to contemporary feminists, keep coming back to women like Rachel, Miriam, and Ruth?

Tracing the many re-readings and re-writings of biblical and rabbinic texts over the centuries, we will consider diverse representations and interpretations of these ancient women in history, art, literature, feminism, and religious studies. We will begin with the Hebrew Bible, but we will also analyze a wide variety of texts and visual images from ancient to modern times.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

- ❖ To analyze the representations of women in the Hebrew Bible, covering a wide spectrum of biblical narratives and characters.
- ❖ To understand the historical and legal status of women in ancient Israel, and the ways in which gender is conceived in the Hebrew Bible.
- ❖ To analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature.

General Education Expected Learning Outcomes

This course fulfills the General Education category of Literature and Diversity: Global Studies.

Literature

Goals: Students evaluate significant text 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.

By focusing on biblical and post-biblical narratives about women, students will become familiar with the Hebrew Bible and will analyze the ways in which this foundational text has been interpreted, rewritten and challenged in a variety of cultures, genres and historical time periods.

Diversity: Global 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.

Students will examine attitudes towards sacred texts, religion, and gender of people in the Ancient Near East and later writers and artists people who have interpreted the Hebrew Bible. Different approaches to Biblical narratives will demonstrate the diversity of approaches to this sacred text, both in the United States and around the world. Students will be asked to consider their own experiences and attitudes as they encounter a variety of beliefs and opinions in course materials.

Note: This class will look at the Bible, and by extension, God and religious belief, from different perspectives. You may find that you disagree with some of the ideas that we discuss, or find them offensive, naïve, sacrilegious, or subversive. This class does not seek to change your personal beliefs, but to expose you to a variety of approaches to reading and interpreting the Bible and to help you understand different beliefs and interpretive practices. Please come to class with an open mind and a willingness to discuss different perspectives in a respectful way. If you have any concerns, or feel uncomfortable with any aspect of the class, please talk to me.

How This Online Course Works

Mode of delivery: this course is 100% online. There are no required sessions when you must be logged into Carmen at a scheduled time, though there will be optional discussions with the instructor on Zoom.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to approximately 6 hours of homework (reading, viewing and assignment preparation, for example) to receive a grade of C.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: at least twice per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and Zoom discussions: optional**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Weekly schedule: each week, you can expect the following components in the weekly module:

- 2-4 lectures, each between 10-25 minutes long
- Reading, viewing and listening assignments
- Discussion groups
- Weekly writing assignments
- Wrap-up quiz
- Optional Zoom discussions

How to Succeed in This Course

- **Stay on track:** the weekly modules are designed with Thursday and Sunday deadlines to keep you moving through the course material. The modules also build on each other, so they assume that you've mastered the concepts and material from the preview weeks. If you fall behind, it's going to be hard to catch up.

- **Be an active viewer and reader:** Take notes, record details, mark interesting segments of a reading, lecture or viewing, scribble down questions to ask on the discussion board. This class is about analyzing and making connections, and that how you're going to do well on graded assignments.
- **Be a respectful peer:** discussions and groupwork will be much more productive (and enjoyable) if you're willing to keep an open mind, share your ideas and listen to other students.
- **Ask questions!** Whether it's in discussions or via email, ask questions if you're confused or would like to know more about anything related to this course.

Course Materials and Technologies

- You must have access to an unabridged Hebrew Bible (Old Testament). I highly recommend having a hard copy of the Bible, but there are also biblical texts available online (see list on Carmen). You may use any translation you choose, as long as it is the complete text.
- CarmenCanvas: Readings, multimedia, links, and resources will be available on the course website, Carmen. Please let me know immediately if you have trouble accessing any material. I do my best to check all of the material online, but if a link is broken or a PDF is unreadable, let me know ASAP so I can fix it.
- OSU Secured Media Library: on occasion, films will be available to stream through OSU's Secured Media Library (drm.osu.edu/media). Please note that assigned films are a critical part of the course; even if you have technical troubles viewing the films online, you are still responsible for viewing them. If you are on campus, you may be able to stream the film from a campus computer site or a computer in the library. If you have trouble accessing materials, you are responsible for contacting appropriate people – see more information below.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Mobile device (smartphone or tablet) for Buckeye Pass authentication

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu
- **Secured Media Library:** If you have trouble screening films via the Secured Media Library, start with their FAQ (<https://resourcecenter.odee.osu.edu/faq/19>) and then

email them if that doesn't help (emedial@osu.edu). If the material isn't where it's supposed to be or locked, then email me (brenner.108@osu.edu).

- **YouTube:** Students can find the privacy guidelines for YouTube here: https://www.youtube.com/static?template=privacy_guidelines
The technical support resources for YouTube can be found here: https://www.youtube.com/t/contact_us
Help with accessibility of YouTube can be found here: <https://www.google.com/accessibility/products-features.html>
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>)

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Course Requirements

Final grades will be calculated as follows:

Participation	20%
Weekly Assignments	40%
Weekly Quizzes	15%
Projects	25%

Assignment Information

Student Preparation and Participation (20%)

- This is a distance learning course and your attendance is based on your online activity and participation. You are expected to log in at least two times every week.
- You are expected to read, watch and listen to all of the assigned materials. Be sure to take notes for online discussion and assignments. This will help you improve your ability to analyze, appreciate and interpret the material that we focus on.

- Guiding questions are posted on Carmen each week. These questions will help you identify key aspects of the film for discussion, paper assignments and the quizzes. You do not need to submit your responses to these questions.
- Complete the assigned readings and viewings before watching lectures. Lectures will assume that you're already familiar with the material.
- Participate in online discussions, either on Carmen or in the optional weekly Zoom sessions.
 - Weekly discussions, both on Carmen and on Zoom, will pose questions related to the module's assigned readings and viewings. That means you need to read/watch what is assigned *before* posting on the discussion board.
 - Students will be assigned to discussion groups to facilitate conversations within smaller groups. Most weekly discussions will be in small groups.
 - Discussions will be graded. You will not be graded on your opinions, but rather whether or not your postings follow the guidelines and engage with the material in detail.
 - The lowest discussion grade will be dropped in the calculation of final grades.
 - It can be hard to create successful online discussions. Take a look at "Discussion Guidelines" on Carmen, and try to always be respectful, keep an open mind and to always give your peers the benefit of the doubt.
 - Offensive language or bullying will not be tolerated in class discussions. I will be participating in and monitoring class discussions, but please let me know immediately if you have any concerns or questions.

Weekly Assignments (40%)

- Each week, students will respond to questions about the week's materials. This will be a way to work on analysis skills and dive into the texts, art, music and films we'll be focusing on.
- The majority of these assignments will be individual assignments. Students may talk with each other about the assignments, but each student must submit her/his own work. Any assignment that may be done in groups will be clearly marked as a group assignment.
- The lowest grade will be dropped in the calculation of final grades.
- If you have trouble with the assignments, visit me during office hours or try to attend one of the optional Zoom sessions to talk to me.

Weekly Quizzes (15%)

- Instead of exams, students will complete short wrap-up quizzes at the end of each weekly module, to emphasize the key themes from the week.
- The lowest quiz grade will be dropped in the calculation of final grades.

Projects (25%)

- There will be two projects assigned over the course of the semester, which ask you to synthesize material from across the semester.
 - Project 1 (10%)
 - Project 2 (15%)

- Projects must be completed individually, unless the guidelines specify otherwise.
- See Carmen for deadlines and guidelines.

Late Assignments

Late work will automatically lose points, unless arrangements are made with the instructor. Small assignments (discussions, writing assignments) will lose 1 point/day. Large assignments (projects) will lose 3 points per day. If you are struggling to complete assignments on time, please be in touch with me to discuss alternative deadlines, ideally before the deadline. **It is always better to ask for an extension than to turn in work late or not to turn it in at all!**

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards at least once mid-week and once at the end of the week.
- **Grading and feedback:** For weekly assignments, you can generally expect feedback within seven days. For projects, you can generally expect feedback within ten days.
- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

Discussion and Communication Guidelines

The following are my expectations of how we should communicate as a class. Above all, remember to be respectful and thoughtful.

Writing style: Remember to write using good grammar, correct spelling, and punctuation. Informality is okay to some extent but in general write as if you are writing an email to a professor. Be respectful.

Generosity: When people speak to each other face to face, there are all sort of clues that help us figure out what the other person means: body language, intonation, facial expressions, and more. Online, we lose a lot of these clues. It's easy to misinterpret someone's words and someone's intentions. Since this course will include online discussion, please be generous to your peers and instructors. Give them the benefit of the doubt: assume that a specific comment didn't mean to be rude or ignore you, even if you perceived it in that way. But please do speak up! Explain why you disagree or see things differently in a respectful manner.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. Personal anecdotes tell us a lot and I am happy to have you share your experiences. Remember that personal experiences are not evidence for academic arguments and discussions. Also, keep in mind that Google isn't the best way to find information, especially in an academic context. Cite academic references as evidence for your arguments with the author(s) name(s), title, publication (journal/newspaper/site) and include links for online sources. For course material, list the title and page, for online sources, include a link.

Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. That way there's less of a risk of you losing your work.

Other Course Policies

Academic Integrity and Collaboration

I expect students to complete all assignments, projects and exams with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will be result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as copying responses or cheating on exams. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). The [Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Food security: Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's

reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

****Please contact me if you want to talk or need help finding assistance.****

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. All lectures will include transcripts. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- Collaborative course tools

Course Schedule

Refer to CarmenCanvas for up-to-date due dates and for texts, links to films and assignments.

Week	Topic	Reading/Viewing	Assignments
1	In the Beginning	Ehrlich, "Hebrew/Israelite Literature" Recommended: "The Hebrew Bible – Contents" Genesis 1-2 Hesiod, "Pandora" Babylonian Epic of Creation, "Enuma Elish."	Lectures Discussion 1 Assignment 1 Quiz 1
2	Creating Humanity	Genesis Kugel, from <i>How to Read the Bible</i> "Guide to Visual Analysis"	Lectures Discussion 2 Assignment 2 Quiz 2
3	In the Garden / Out of the Garden	Genesis 2:25-4:26 <i>The Apocalypse of Moses</i>	Lectures Discussion 3 Assignment 3 Quiz 3
4	Mothers	Genesis 16:1-18:15, 21:1-21, 22:1-23:2 Ginzburg, "The Journey to Moriah" Ginzburg, "The Death and Burial of Sarah" Galatians 4:8-31 Sources of Ishmael and Hajar	Lectures Discussion 4 Assignment 4 Quiz 4
5	Matriarchs	Genesis 24:1-67, 29:1-30:24; 35:16-20 Robert Alter, from <i>The Art of Biblical Narrative</i>	Lectures Discussion 5 Assignment 5 Quiz 5
6	David and His Wives	I Samuel 17:12-19:17; 25:2-44 II Samuel 3:1-16; 11:1-12:24 Perry and Sternberg, "The King through Ironic Eyes" Joseph Heller, <i>God Knows</i>	Lectures Discussion 6 Assignment 6 Quiz 6
7 (break 2/23-24)	Tamar, David's Daughter	II Samuel 13:1-39 Tikva Frymer-Kensky, "Trauma and Tragedy" Federico García Lorca, "Tamar and Amnon"	Lectures Discussion 7 Assignment 7 Quiz 7 **Project 1 Due
8	Women in Biblical Law	Exodus 20:1-14; 21:7-11; 22:15-17 Numbers 5:11-31; 27:1-11; Numbers 36:1-12	Lectures Discussion 8 Assignment 8

		Deuteronomy 21:10-17; 22:13-29; 24:1-5; 25:5-12 Matthews, "Honor and Shame in Gender-Related Legal Situations in the Hebrew Bible"	Quiz 8
9	Victims: Dinah	Genesis 34:1-31 Bechtel, "What if Dinah is Not Raped?" Anita Diamant, <i>The Red Tent</i>	Lectures Discussion 9 Assignment 9 Quiz 9
10	Jephthah's Daughter	Judges 10:17-11:40 Trible, "The Daughter of Jephthah" Georg Friedrich Handel, from Jephtha	Lectures Discussion 10 Assignment 10 Quiz 10
11	The Concubine	Judges 19:1-21:25 Bach, "Rereading the Body Politic: Women and Violence in Judges 21"	Lectures Discussion 11 Assignment 11 Quiz 11
12 (break 3/31-4/1)	Powerful Women: Tamar, Deborah, Jael	Genesis 38:1-30 Frymer Kensky, "Royal Origins: Tamar" Judges 4:1-5:31	Lectures Discussion 12 Assignment 12 Quiz 12
13	Powerful Women: Delilah	Judges 13:1-16:31 Watch <i>Samson and Delilah</i> (Cecil B. DeMille, 1949, 131 minutes)	Discussion 13 Assignment 13 Quiz 13
14	Passion: The Shulammite	Song of Songs 1-8	Discussion 14 Assignment 14 Quiz 14
15	TBD	TBD	Discussion 15 Assignment 15 Quiz 15 ** Project 3 Due

Hebrew 2704 ~ Spring 2018

Women in the Bible and Beyond

Wednesdays & Fridays, 11:10am-12:30pm ~ 056 Hagerty Hall

Instructor: Professor Naomi Brenner

Office Hours: Wednesdays, 12:45-2:45pm

Office: 315 Hagerty Hall

Email: brenner.108@osu.edu

From Eve to Deborah and from Rebecca to Delilah, this course examines the cultural images and legal status of women during biblical times and beyond. How have writers and readers found new meanings in these characters and narratives from biblical times to the present day? Why do so many people, from religious scholars to artists to contemporary feminists, keep coming back to women like Rachel, Miriam, and Ruth?

Tracing the many re-readings and re-writings of biblical and rabbinic texts over the centuries, we will consider diverse representations and interpretations of these ancient women in history, art, literature, feminism, and religious studies. We will begin with the Hebrew Bible, but we will also analyze a wide variety of texts and visual images from ancient to modern times.

GOALS

- ❖ To analyze the representations of women in the Hebrew Bible, covering a wide spectrum of biblical narratives and characters.
- ❖ To understand the historical and legal status of women in ancient Israel, and the ways in which that status is reflected in the Hebrew Bible.
- ❖ To analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature.
- ❖ To enable students to pursue interests in history, literature, art, literary criticism, feminism, and religious studies, as they relate to the images and interpretations of Biblical women.

This course fulfills a General Education breadth requirement, with the following goals and learning outcomes:

Literature

Goals: Students evaluate significant text 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.

By focusing on biblical and post-biblical narratives about women, students will become familiar with the Hebrew Bible and will analyze the ways in which this foundational text has been interpreted, rewritten and challenged in a variety of cultures, genres and historical time periods.

Note: This class will look at the Bible, and by extension, God and religious belief, from different perspectives. Depending on your background, you may find some of the ideas that we discuss offensive, naïve, sacrilegious, or subversive. This class does not seek to change your personal beliefs, but to expose you to a variety of approaches to reading and interpreting the Bible and to help you understand different beliefs and interpretive practices. Please come to class with an open mind and a willingness to discuss different perspectives in a respectful way.

TEXTBOOKS AND OTHER MATERIALS:

The following book will be used in this course, and can be found at local bookstores or online:

1. Bible.

Most versions are acceptable, but it is important to have a print version (not an online text) that you can bring to class every day. Some examples of common Bibles that are fine to use: Revised English, New English, [New] Jerusalem, New International, [New] Jewish Publication Society, New American, [New] Revised Standard, New American Standard, [New] King James). If you do not own a Bible, you can find copies at used book stores or online.

Other assigned readings will be made available on Carmen. Please make sure that you have access to this class on Carmen and let me know *immediately* if you have trouble accessing the course website. Readings must be completed by the day that they are assigned (ie, read the “Hebrew/Israelite Literature” before coming to class on August 26th). Please be sure to bring the Bible and **hard copies** of other assigned readings to class, because we will be referring to and quoting from the text.

REQUIREMENTS

Attendance, Participation & Preparation (15%)

- Complete the assigned reading *before* class. Make sure to pace yourself – don’t leave everything to the night before or the day of class because you’ll have too much to process effectively. Use the questions posted on Carmen to help guide your reading.
- Participate in class discussions. This course revolves around class lectures and discussions, including significant material not necessarily included in the readings. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, but if it’s difficult for you to speak up in discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.

- Take part in in-class assignments. There will be both individual and group assignments during class sessions. Quizzes may also be given during the semester.
- How can you do well on this portion of your grade? Attend class and keep up with the assigned readings and keep the reading questions (posted weekly on Carmen) in mind as you read. Jot down notes or brainstorm responses to those questions *even before* you come to class. This will also help you prepare for the final exam at the end of the semester.

Papers (35%)

- **Two papers** will be assigned over the course of the semester. The first is due February 9, 2018 and the second on March 30, 2018. Each paper will be 1200 words long (approximately 4 double-spaced pages).
- Papers will ask you to analyze specific moments in a text, compare different texts and in general, to relate ideas from different class sessions. There will be no outside research expected for these papers.
- Paper topics will be distributed 10 days before papers are due, and must be submitted electronically via the Carmen dropbox before class on the due date.
- Late papers will lose 3 points/day (A → A- → B+).
- You may rewrite any paper turned in on time that receives a grade lower than B. The final paper grade will be an average of the original and rewritten paper grades.

Project (20%)

- Over the course of the quarter, each student will give a short (8 minute) presentation on a biblical figure and later rewriting or interpretation of their own choosing.
- Within one week of the presentation, students must submit an argumentative paper (1200 words) related to the presentation.
- The project grade will be a combination of the presentation grade (45%) and the paper grade (55%).
- More information about the project will be provided in class.

Final Exam (30%)

- The final exam will be given at the end of the quarter during the university scheduled time, **Wednesday, April 25th, 12-1:45pm**. It will include short questions as well as longer essay questions, and will cover material from the entire semester.
- Guiding questions are posted on Carmen for each assigned reading or viewing. Those questions will form the basis of the Final Exam.

Final grades will be calculated as follows:

Attendance, Participation, Preparation	15%
Papers	35%
Project	20%
Final Exam	30%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES

Absences: To do well in this class, you need to be present and awake. Since things do come up (illness, family issues, other commitments), you may be absent two times without penalty. After those two absences, each additional unexcused absence will lower your overall grade, up to 5% per unexcused absence. This could potentially have a major effect on your grade – in fact, you could fail the class for missing too many classes.

- After 2 absences, please let me know by **email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty (up to 5% per absence) that will apply.
- 3-4 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures or discussion will be treated like late arrival/early departure, which means that 3-4 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need. **Do not email me to find out what you missed, please contact another student in the class.**

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. **No phone or computers are allowed during class without special arrangement.** Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Attendance and Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up, especially if the weather is bad.

Fairness and Honesty: I expect students to complete all assignments with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on 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 shall 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://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). One good reference is OSU's "Ten Suggestions for Preserving Academic Integrity" (<http://oaa.osu.edu/coamtensuggestions.html>). Please come and talk to me if you have any questions about this.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU's Code of Conduct (plagiarism) as appropriate. For more information about Turnitin, please see Dropbox: the Turnitin Suite (for students): <https://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite-students>. Note that submitted papers become part of the OSU database.

Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up an appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://ods.osu.edu/>

HEBREW 2704 SCHEDULE ~ SPRING 2018

Date	Topic	Readings	Assignments
1/10	In the Beginning	Syllabus	
1/12	Reading the Bible in Its Time	Ehrlich, "Hebrew/Israelite Literature" Recommended: "The Hebrew Bible – Contents"	Bring Bible to class
1/17	Creating Woman	Genesis 1-2 Hesiod, "Pandora" Babylonian Epic of Creating, "Enuma Elish." Read Summary and Tablet VI lines 1-37 (scroll down) Sumerian "Birth of Humanity"	
1/19	In the Garden	Genesis 2:25-4:26 Kugel, from How to Read the Bible	
1/24	Out of the Garden	The Apocalypse of Moses	
1/26	Mothers: Sarah & Hagar	Genesis 16:1-18:15 Genesis 21:1-21	
1/31	Mothers: Sacrifice	Genesis 22:1-23:2 Ginzburg, "The Journey to Moriah" Ginzburg, "The Death and Burial of Sarah" Rosen, "The Unbinding of Sarah"	Presentations begin
2/2	Women and Wells	Genesis 24:1-67 Robert Alter, from The Art of Biblical Narrative	
2/7	Matriarchs	Genesis 29:1-30:24; 35:16-20 Susan Starr Sered, "Rachel's Tomb and the Milk Grotto of the Virgin Mary"	
2/9	David and His Wives	I Samuel 17:12-19:17; 25:2-44 II Samuel 3:1-16	Paper #1 Due
2/14	David and Bathsheba	II Samuel 11:1-12:24 Perry and Sternberg, "The King through Ironic Eyes"	
2/16	David and Bathsheba Reimagined	From Joseph Heller, God Knows	
2/21	Tamar, David's Daughter	II Samuel 13:1-39 Tikva Frymer-Kensky, "Trauma and Tragedy" Federico García Lorca, "Tamar and Amnon"	
2/23	Women in Biblical Law I	Exodus 20:1-14; 21:7-11 Numbers 27:1-11; Numbers 36:1-12 Deuteronomy 21:10-17; 24:1-5; 25:5-12	

2/28	Women in Biblical Law II	Exodus 22:15-17 Numbers 5:11-31 Deuteronomy 22:13-29 Matthews, "Honor and Shame in Gender-Related Legal Situations in the Hebrew Bible"	
3/2	Victims: Dinah	Genesis 34:1-31 Bechtel, "What if Dinah is Not Raped?"	
3/7	Retelling Stories	Anita Diamant, The Red Tent	
3/9	Retelling Stories	Anita Diamant, The Red Tent	
3/14-16	No Class – Spring Break		
3/21	Victims: Jephthah's Daughter	Judges 10:17-11:40 Trible, "The Daughter of Jephthah"	
3/23	Victims: Jephthah's Daughter	Georg Friedrich Handel, from Jephtha	
3/28	Victims: The Concubine	Judges 19:1-21:25 Bach, "Rereading the Body Politic: Women and Violence in Judges 21"	
3/30	Powerful Women: Tamar, Judah's Daughter-in-Law	Genesis 38:1-30 Frymer Kensky, "Royal Origins: Tamar"	Paper #2 Due
4/4	Powerful Women: Deborah and Yael	Judges 4:1-5:31 Examine images related to Deborah and Yael	
4/6	No Class		
4/11	Powerful Women: Delilah	Judges 13:1-16:31 Start watching Samson and Delilah (Cecil B. DeMille, 1949, 131 minutes)	
4/13	Powerful Women: Delilah	Finish watching Samson and Delilah (Cecil B. DeMille, 1949, 131 minutes) Online at the OSU Secured Media Library	
4/18	Passion: The Shulammitte	Song of Songs 1-5	
4/20	TBA		
4/25	Final Exam, 12-1:45pm		

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hebrew 3704

Instructor: Naomi Brenner

Summary: Women in the Bible and Beyond

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen OSU Secured Media Library YouTube
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Asynchronous lectures. Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			YouTube Privacy policy is present
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			YouTube accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and

				access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 2/1/21
- Reviewed by: Ian Anderson

Notes: Add statements b&c as well as dates to the weekly breakdown.

^aThe following statement about disability services (recommended 16 point font):
 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>