Term Information

Effective Term   Autumn 2022
Previous Value   *Spring 2020*

Course Change Information

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

Adding the REGD new GE foundation. The cross-listed section, Hebrew 3704 already has DL approval and this section should as well. This course was rolled over into the Literary, Visual and Performing Arts new GE through the excel document returned to the college.

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

This course explores gender, ethnicity and race in the context of the ancient Near Eastern societies and cultures that read and interpreted the ancient biblical texts. Close examinations of those texts and cultures can aid students in their understandings of race, ethnicity and gender categories in the modern world. By adding this foundation to the course, NELC will aid ASC in the continued goal of diversifying our student base and reaching students outside of ASC who need REGD courses to complete GE requirements.

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 requrest 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	Jewish Studies
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
Previous Value	*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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Marion, Newark*

Prerequisites and Exclusions

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

Cross-Listings

Cross-Listings	Cross-listed in Hebrew.

Subject/CIP Code

Subject/CIP Code	38.0206
Subsidy Level	General Studies Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
    Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

Previous Value

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

Course Details

Course goals or learning objectives/outcomes

- 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.

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   No

Attachments

- GE - REGD foundations - Hebrew 3704.pdf: New GE foundations document

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

- New GE Syllabus Hebrew 3704 - REGD proposal.docx: New GE syllabus

  (Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	08/05/2021 11:58 AM	Submitted for Approval
Approved	Levi,Scott Cameron	08/05/2021 12:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/20/2021 04:34 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/20/2021 04:34 PM	ASCCAO Approval

HEBREW 3704

WOMEN IN THE BIBLE AND BEYOND

Semester
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 (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

From Eve to Deborah and from Rahab to Delilah, this course examines gender, race, and ethnicity in relation to women in the Hebrew Bible and in later interpretations, rewritings and transformations of the biblical text. How have writers and readers constructed categories of gender, race, and ethnicity from biblical times to the present day? Why do so many people, from religious scholars to artists to contemporary thinkers, keep coming back to biblical figures like Rachel, Jezebel, 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 gender, race, and ethnicity in history, art, literature, film, 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:
1. Describe and evaluate the representations of women in the Hebrew Bible, focusing specifically on representations and constructions of gender, race and ethnicity.
2. Explain how categories of gender, race and ethnicity impacted the lives of individuals and society in ancient Israel and continue to impact modern interpretations of the Hebrew and shape lived experiences, past and present.

3. Analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature and to evaluate the social and ethical implications of the Hebrew Bible for the study of gender, race, ethnicity and religion.
4. Reflect thoughtfully and critically on their own social positions and identities and on other people's lived experiences, based on representations of gender, race and ethnicity in the Hebrew Bible and in later biblical interpretations.
5. Recognize and to be able to discuss how the Hebrew Bible, its interpreters and its interpretations have shaped different religious traditions, attitudes, beliefs and behaviors.

General Education Expected Learning Outcomes

This course fulfills the General Education categories of Foundations: Literary, Visual, or Performing Arts and Foundations: Race, Ethnicity, and Gender Diversity.

Foundations: Race, Ethnicity, and Gender Diversity
Expected Learning Outcomes:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Students will examine the constructions of categories of gender, race, and ethnicity in the Hebrew Bible, in ancient society and in later biblical interpretations. Studying ancient texts from Genesis to the apocrypha, students will analyze a wide range of scholarly, religious and cultural approaches to biblical narratives and explore how they have shaped perceptions, attitudes and beliefs of both individuals and societies. They will also consider their own lived experiences and attitudes as they encounter diverse lived experiences and beliefs in course materials.

Foundations: Literary, Visual, or Performing Arts
Expected Learning Outcomes:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Students will analyze, interpret, and evaluate one of the most important and influential global sacred texts, the Hebrew Bible. They will learn a variety of scholarly and artistic approaches to reading and understanding the biblical text and will examine the construction of categories of

race, gender, and ethnicity in the biblical text and in later biblical interpretations. As they analyze ways in which this foundational text has been interpreted, rewritten and challenged in a variety of cultures, genres and historical time periods, they will reflect on their own experiences as readers, viewers, and interpreters.

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

Required 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, <u>you</u> are responsible for contacting appropriate people – see more information below.

Required 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

Required software
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (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 (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 (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) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course
- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

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)

- **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 (emedia@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.
  - o 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 <u>or</u> in the optional weekly Zoom sessions.
  - o 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.
  - o Students will be assigned to discussion groups to facilitate conversations within smaller groups. Most weekly discussions will be in small groups.
  - o 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.
  - o The lowest discussion grade will be dropped in the calculation of final grades.
  - o 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.
  - o 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.

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+

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!**

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 response 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 (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

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 (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) 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.

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 (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 (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 (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (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	**What Does Gender Mean in the Bible?** Creating Humanity	Meyers, from *Rediscovering Eve* Freedman, "Woman, a Power Equal to Him" Pardes, "Creation According to Eve" "Guide to Visual Analysis"	Lectures Discussion 2 Assignment 2 Quiz 2
3	In the Garden / Out of the Garden	Genesis 2:25-4:26 Kugel, from *How to Read the Bible* *The Apocalypse of Moses*	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	Daughters	Judges 10:17-11:40 Georg Friedrich Handel, from *Jephtha* II Samuel 13 Garcia Llorca, "Tamar and Amnon"	Lectures Discussion 5 Assignment 5 Quiz 5
6	**Gender, Sexuality & Class** 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 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"	Lectures Discussion 6 Assignment 6 Quiz 6

7	**What does Ethnicity Mean in the Bible?** David and His Wives	I Samuel 17:12-19:17; 25:2-44 II Samuel 3:1-16; 11:1-12:24 [Marbury, "Race, Class, and Ethnicity"](#) Perry and Sternberg, "The King through Ironic Eyes" Joseph Heller, *God Knows*	Lectures Discussion 7 Assignment 7 Quiz 7 **Project 1 Due*
8	Victims: Dinah	Genesis 34:1-31 Joseph, "Is Dinah Raped Isn't the Right Question" Anita Diamant, *The Red Tent*	Lectures Discussion 8 Assignment 8 Quiz 8
9	The Concubine	Judges 19:1-21:25 Bach, "Rereading the Body Politic: Women and Violence in Judges 21"	Lectures Discussion 9 Assignment 9 Quiz 9
10	Powerful Women: Tamar, Deborah, Jael	Genesis 38:1-30 Judges 4:1-5:31	Lectures Discussion 10 Assignment 10 Quiz 10
11	**What does Race Mean in the Bible?**	Goldenberg, from *The Curse of Ham* Genesis 9 (Genesis 6-8 recommended)	Lectures Discussion 11 Assignment 11 Quiz 11
12	Women and Race	I Kings 10 Song of Songs 1-8	Lectures Discussion 12 Assignment 12 Quiz 12
13	Jezebel then and now	Passages from I and II Kings Pippin, "Jezebel Re-Vamped" Frymer Kensky, "Jezebel, or Deuteronomy's Worst Nightmare"	Discussion 13 Assignment 13 Quiz 13
14	Gender, Ethnicity and Race: Delilah	Judges 13:1-16:31 Watch *Samson and Delilah* (Cecil B. DeMille, 1949, 131 minutes)	Discussion 14 Assignment 14 Quiz 14
15	TBD	TBD	Discussion 15 Assignment 15 Quiz 15 ** Project 2 Due

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.