REL/THE 211 – The Hebrew Bible
Saint Joseph’s University
Department of Theology and Religious Studies
Fall 2011 / M, W, F 9:00 – 9:50 a.m. and 10:00–10:50 a.m.
Section D01 / Course website on Blackboard

Professor
- Dr. Bruce Wells / Bellarmine 208 / office phone: 610-660-1399 / bwells@sju.edu
- Office hours: Monday and Wednesday 11:00 – 11:50 a.m. / 3:00 – 3:50 p.m.

Textbooks

Course Description
This course will examine the biblical traditions and texts of the Hebrew Scriptures as products of particular historical and cultural communities, and as literary and theological documents.

Course Objectives
1. To obtain a critical understanding of the content of the Hebrew Bible and what it reveals about the religion of ancient Israel and Judah
2. To engage the major viewpoints of current scholarship on biblical texts and on the historical, political, and cultural contexts in which those texts were written and compiled
3. To understand the broad contours of the writing, editing, and copying processes that produced and preserved the texts of the Hebrew Bible
4. To gain exposure to the cultures, history, and literature of the ancient Near East and the role they play in providing insight into the world of the biblical authors
5. To express ideas about the Hebrew Bible in a coherent, interesting, and persuasive manner

Assessment: Students’ degree of attainment of these objectives will be evaluated through a variety of assignments (discussed in more detail in the section below). First, all of the objectives will be assessed throughout the semester based on students’ performance in class, which will include the answers they give to direct questions, the comments and questions that they offer, and the contributions they make to small-group and whole-class discussions. Second, specific criteria that relate to the course objectives will be used to grade the essays (see “Grading Criteria for Papers” on the course’s website). The criteria “Critical Comprehension” and “Originality and Perceptiveness” relate directly the first four objectives. The criteria “Focus and Organization” and “Style and Conventions” relate directly to the fifth. Third, all questions on the midterm and final examinations will be categorized according to which course objective they address and will be ranked according to level of difficulty (levels will be based on those in the scale of expertise associated with the “Grading Rubric” below). Thus, students will receive grades according to how thoroughly they have achieved each objective and to what degree of difficulty they have achieved each objective.

Requirements, Assignments, and Grading
Preparation Papers. These are short papers that will be graded on a pass/fail basis. They must be typed and printed. See the course schedule below for specific details regarding these. Failure to complete these assignments well and on-time will negatively affect a student’s grade.
Class Participation (10% of course grade). Students are expected to do all reading, to contribute regularly to discussions in class, and to participate cooperatively in small-group discussions and/or projects. Students should be prepared to answer questions in class about assigned readings and to offer questions and comments of their own. Students may also participate by contributing to a discussion forum on the course website.

Essays (40% of course grade). Students will submit two 3-5 page essays (900-1500 words) during the semester. In lieu of the second essay, students may do one 8-10 minute in-class presentation. All late essays will be discounted by 2 points per calendar day. The essays (as well as any presentations) will be graded according to (for further details, see “Grading Criteria for Papers” on the course website): (1) Critical Comprehension: Does the essay/presentation demonstrate clear understanding of the given topic and critical analysis of key aspects of that topic? (2) Focus and Organization: Does the essay/presentation have a clear thesis with logical arguments to support it? (3) Originality and Perceptiveness: Does the essay/presentation reflect the student’s own analysis of and thinking on the topic, as well as a reasonable attempt to suggest an original and/or interesting idea or perspective? (4) Style and Conventions: Does the essay/presentation use correct grammar and syntax, paragraph and sentence structure, strong and varied use of vocabulary, and a tone and voice appropriate to academic work? The topics from which students may choose for each essay (or presentation) are listed below. Students should check the course website for detailed instructions concerning each topic.

- Comparison of biblical texts with non-biblical texts from the ancient world
- Source-critical analysis of one or more biblical texts
- Overview and analysis of relevant discussions with individuals outside of class
- Analysis of a biblical text using a critical methodology other than source criticism

Midterm and Final Examinations (50% of course grade). Each examination will be worth 25% of a student’s final course grade. The questions on both examinations may consist entirely of objective questions, entirely of essay questions, or of a mixture of both. The professor will announce which type will be given in advance of each examination.

Grading Scale
A student’s final course grade will be assigned based on the scale below, which shows percentage points and corresponding letter grades. The professor also reserves the right slightly to raise or to lower a student’s grade, based on the professor’s perception of the student’s effort and attitude.

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<tr>
<th>Percentage Points</th>
<th>Letter Grade</th>
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<tr>
<td>93.33 – 99.99</td>
<td>A</td>
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<tr>
<td>90.00 – 93.33</td>
<td>A-</td>
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<tr>
<td>86.66 – 90.00</td>
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<td>83.33 – 86.66</td>
<td>B</td>
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<td>80.00 – 83.33</td>
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<td>76.66 – 80.00</td>
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<td>73.33 – 76.66</td>
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<td>70.00 – 73.33</td>
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<td>0-60</td>
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Grading Rubric. Within the field of academic Hebrew Bible (HB) studies, one can identify different levels of competence and expertise. The scale of expertise below is just one way of doing this. Below the scale, I have listed some of the qualities and actions that describe each level.
beginner/novice (rudimentary knowledge) – has vague notions of the HB’s content; relies on what others have said
high school student (general knowledge) – recalls some HB stories; recognizes names of biblical figures; matches some HB content with correct section of HB
college student (comprehension) – distinguishes between different viewpoints found in HB; explains the cultural and historical context of some HB texts; summarizes basic points of important texts
master’s student (application) – demonstrates the impact of cultural and historical context on HB texts; relates ideas from separate texts and separate societies; applies various critical methodologies to the interpretation of HB texts
Ph.D. student (analysis) – questions scholarly interpretations; contrasts different critical methodologies as they relate to the same or different texts; categorizes HB texts based on the viewpoint expressed in each text
new scholar (synthesis) – combines ideas from different texts or methods to create new understandings; formulates new explanations of textual or historical phenomena; reconstructs possible historical situations behind various texts
established scholar (evaluation) – argues in favor of original ideas; discriminates among new scholarly theories and methods; predicts coming changes and new directions in the field

Students whose performance is judged to rise to the level of “college student (comprehension)”—in terms of achieving course objectives—will typically receive a final course grade in the C range. As for work that attains this level but also goes beyond it, if it displays some characteristics of higher levels, it will receive a grade in the B range; if it contains a number of characteristics of higher-level performance, it will receive a grade in the A range. Work that is largely below that of “college student (comprehension)” will receive D-range grades. More general descriptions of the grades ranges are as follows.

A  excellent comprehension of material, insightful analysis, creative synthesis, frequent and highly valuable contributions in class, clarity in spoken communication, no issues with mechanics in written communication
B  very good comprehension of material, solid analysis, good synthesis, frequent and valuable contributions in class, clarity in spoken communication, no major issues with mechanics in written communication
C  adequate comprehension of material, some acceptable analysis, early stages of synthesis, some interesting and valuable contributions in class, clarity in spoken communication, few significant issues with mechanics in written communication
D  difficulty in comprehension of material, little analysis, very little synthesis, infrequent contributions in class, some difficulty with clarity in spoken communication, significant problems with mechanics in written communication

Services for Students with Disabilities
For those who have or think that they may have a learning, physical, or psychological disability and who would like to request reasonable academic adjustments, you are encouraged to contact Services for Students with Disabilities (Bellarmine Hall, Room G10; 610-660-1774 or 610-660-1620) early in the session/semester. Reasonable accommodations can only be offered to students with current (within 3 years) documentation of the disability and to the extent that such accommodation does not interfere with the essential requirements of a particular course or program.

The Office of Services for Students with Disabilities will do all it can to accommodate qualified students with disabilities. However, there may be times when a disagreement will occur between the student and the university. The student has a right to file a grievance for complaints regarding a requested service or accommodation on the basis of a disability under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and University policies. Questions may be directed to Jim Scott, Director, Services for Students with Disabilities (jscott@sju.edu).

Academic Honesty Policy
It is expected that students’ work in this course will be conducted in keeping with the highest degree of academic honesty. Acts of dishonesty such as (but not limited to) cheating, unauthorized collaboration, and plagiarism will not be tolerated. The “Academic Honesty Policy” of Saint Joseph’s University will be enforced. The text of the full policy can be found in the Student Handbook.
Important Notes

- Changes to the syllabus, important announcements, and other information will be sent to students via e-mail or posted to the course website. E-mail communications will go to students’ SJU e-mail accounts. Students may send e-mail messages from other accounts but should check their SJU accounts on a regular basis in order to be sure they are not missing important information.

- If a student is absent for a class, the student should check with other students in order to obtain lecture notes or any other information that was missed. Students should not e-mail the professor, simply asking to be told what happened during that class session. Important items that require contact with the professor, such as assignments that were not turned in due to an absence, should be discussed in person if at all possible.

- The Ten Commandments of Classroom Comportment
  1. Thou shalt not use any cell phone, smart phone, or other hand-held electronic device (including music players) during class.
  2. Thou shalt not have earbuds, headphones, or other listening devices that are not being used for the sole purpose of helping you to hear more clearly what is going on in class in, on, around, or near your ears.
  3. Thou shalt not write, read, send, and/or receive text, e-mail, or social-network messages or any other type of electronically transmitted communiqué during class.
  4. Thou shalt not allow your mobile electronic device to ring, vibrate, or make other such noises during class.
  5. Thou shalt, if thou so wishest, use a notebook, laptop, or tablet-type computer discreetly during class for purposes related to this particular course.
  6. Thou shalt not use a notebook, laptop, tablet-type, or any other computer during class for purposes not related to this particular course. Your professor will decide what is and what is not a course-related purpose. A first offense will reduce a student’s class-participation grade to 50%. A second offense will reduce it to 0%.
  7. Thou shalt not speak or be disruptive while another student is contributing a comment to class discussion.
  8. Thou shalt not leave the classroom on a regular basis while class is in session, especially for the purpose of buying a package of Pop-Tarts®, unless you give said Pop-Tarts® to the professor.
  9. Thou shalt not participate unenthusiastically in small-group discussions and activities.
  10. Thou shalt not take copious notes in class, because the exams will cover much more than just what is in the textbooks.

Course Schedule

The main course textbook is identified as Carr. The other textbooks are identified as JSB (Jewish Study Bible) and OTP (Old Testament Parallels), respectively. Readings of biblical texts should be done from the JSB and are identified by chapter number(s) and the biblical book in which they occur. Two important notes: (1) whenever you are first required to read from a biblical book (e.g., Genesis), you are expected to read the essay in JSB that introduces that book; and (2) whenever a biblical text is assigned, you are expected to read the study notes in the JSB that accompany that text. All other readings are on the course website.

Week 1 / Aug. 29 – Sept. 2

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<thead>
<tr>
<th>Topic: Introduction to the Course / Critical Methodology</th>
<th>Assignments:</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>- Read Carr 1-32</td>
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<td>- Preparation Paper #1: Write out two questions that you have about the Hebrew Bible: questions that the Carr reading didn’t answer or questions that the reading raised for you. Also, write one paragraph in which you guess at a possible answer for each question. Do not consult any sources. Use your imagination. (but no references to UFOs, please).</td>
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<td>- Read OTP 2084-2096 “The Modern Study of the Bible”</td>
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<td>- Preparation Paper #2: Using what Carr says on methods as well as the reading for today, write out your own definitions of textual criticism, historical criticism, source criticism, form criticism, redaction criticism, and narrative criticism (literary criticism).</td>
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Week 2 / Sept. 6 – Sept. 9 (no class on Labor Day, Sept. 5)

**Topic:** Textual and Historical Issues / The Emergence of Israel

**Assignments:**
- **Wednesday**
  - Read JSB 2048-2062 “Historical and Geographical Background to the Bible”
  - Read JSB 2067-2072 “Textual Criticism of the Bible”
- **Friday**
  - Read Carr 33-52
  - Read: OTP 80-86 “Stories of Kirta”; OTP 89-90 “Story of Sargon of Agade”

Week 3 / Sept. 12 – Sept. 16

**Topic:** The Emergence of the Monarchy / “Empire” in Wisdom and Poetic Texts

**Assignments:**
- **Monday**
  - Read Genesis 25, 27-30; Exodus 2, 5-10; Joshua 11; Judges 1, 5
- **Wednesday**
  - Read Carr 53-70; 1 Samuel 8-12, 16; 2 Samuel 7; 1 Kings 1-3; Psalms 2, 21, 110
  - Preparation Paper #3: Do exercise on p. 57 of Carr; write out list described there, and write at least one paragraph to answer last question in exercise.
- **Friday**
  - Read Carr 71-78
  - Read Proverbs 6:20–8:36, 10, 22:17-29; Ecclesiastes 1-3, 12; Song of Songs 1, 4-5, 7

Week 4 / Sept. 19 – Sept. 23

**Topic:** “Empire” in Narrative Texts

**Assignments:**
- **Monday**
  - Read Genesis 1-4
  - Read OTP 3-20 “Hymn to Ptah,” “Hymn to Atum,” and “Enuma Elish Stories”
  - Preparation Paper #4: Many scholars find two different creation stories at the beginning of Genesis. Make a written list of clues/differences to support this idea.
- **Wednesday**
  - Read Carr 79-89; Genesis 5-11
  - Read OTP 21-42 “Stories of Gilgamesh” and “Stories of Atra-khasis”
- **Friday**
  - Read Carr 91-101 (stop at heading “Ancient Near Eastern Prophecy”)
  - Read 1 Kings 12; 2 Kings 14:23-29, 15:17-31, 17:1-6
  - Read: OTP 165-184 “Annals” of various kings

Week 5 / Sept. 26 – Sept. 30

**Topic:** Narrative and Prophecy in the Northern Kingdom

**Assignments:**
- **Monday**
  - Read Genesis 37-40; OTP 65-69 “Stories of Anubis and Bata”
- **Wednesday**
  - Read Carr 101-114; Amos 1-2, 7-9; Hosea 1-2, 11-12
  - Read OTP 341-346 “Mari Letters”
- **Friday**
  - Read Isaiah 1-9; OTP 347-354 “Story of Wen-Amun”; Harris reading on the Nevi’im
Week 6 / Oct. 3 – Oct. 7

**Topic:** Southern Prophecy and the Empire of Assyria

**Assignments:**
- Monday – Work on essays
- Wednesday – *First essays due*
- Friday
  - *Read* Carr 115-130
  - *Read* 2 Kings 18-20; Micah 1-3, 5-6

Week 7 / Oct. 10 – Oct. 14

**Topic:** Midterm Examination

**Assignments:**
- Monday – review for midterm exam
- **Midterm Examination on Wednesday**

Week 8 / Oct. 17 – Oct. 21 (no class on Monday, Oct. 17, due to Fall Break)

**Topic:** Torah and the Assyrian and Babylonian Empires

**Assignments:**
- Wednesday
  - *Read* 1 Samuel 17; Tov reading on David and Goliath
  - *Preparation Paper #5:* Read Genesis 37:18-36. Scholars believe that this story comes from two sources that were blended together. Write at least two paragraphs explaining why this could be the case, and then make a chart showing which verses or parts of verses likely come from one source and which ones likely come from the other.
- Friday
  - *Read* Carr 131-152; “Deuteronomistic History” notes on website
  - *Read* Deuteronomy 6-7, 12; Joshua 23-24; 1 Kings 8; 2 Kings 17, 22-23
  - *Read* OTP 91-96 “Treaty between Ramesses II and Hattusilis III”

Week 9 / Oct. 24 – Oct. 28

**Topic:** Torah and the Assyrian and Babylonian Empires (continued)

**Assignments:**
- Wednesday
  - *Read* Exodus 21-22; Deuteronomy 19-25
  - *Read* OTP 101-130 “Codes” (various law codes/collections)
  - *Preparation Paper #6:* Identify two parallels (correspondences) between laws in the Bible and laws from other ANE texts. Write (please type) a total of two paragraphs (one paragraph for each parallel) explaining how the laws are similar and why you think such similarities between biblical and ANE texts came to be.
- Friday
  - *Read* Carr 153-164

Week 10 / Oct. 31 – Nov. 4

**Topic:** Torah, Prophecy, History, and the Destruction of Jerusalem

**Assignments:**
- Wednesday
  - *Read* Carr 165-173
  - *Read* 2 Kings 23:26–25:30; Lamentations 1; Isaiah 63:7–64:12
  - *Read* Deuteronomy 30:1-20; 2 Kings 21:2-16
  - *Read* OTP 247-255 “Laments for Ur”
- **Friday**
  - *Read* Carr 174-183
  - *Read* Ezekiel 1-4, 8-10, 16; Isaiah 40, 43-45

### Week 11 / Nov. 7 – Nov. 11

**Topic:** Pentateuch and Exile / Return from Exile

**Assignments:**
- **Monday**
  - *Read* Carr 187-195 (stop at heading “The Priestly Source”)
  - *Read* Genesis 12, 15; Exodus 19-20, 23-24, 32-34
- **Wednesday**
  - *Read* Carr 195-206
  - *Read* Leviticus 1-4, 17-19, 25
- **Friday**
  - *Read* Carr 207-228
  - *Read* Nehemiah 1-5, 13
  - *Read* OTP 210-215 “Elephantine Letters”

### Week 12 / Nov. 14 – Nov. 18

**Topic:** Torah, Psalms, and the Rebuilding of Jerusalem

**Assignments:**
- **Monday**
  - *Read* Numbers 13-14, 22-24; Psalms 1, 8, 13
  - *Read* OTP 131-133 “Stories of Balaam”
- **Wednesday**
  - *Read* Murphy reading on Psalms

### Week 13 / Nov. 21 – Nov. 25

- **Monday** – *Second essays due*
- **Wednesday**
  - NO CLASS / Thanksgiving Break

### Week 14 / Nov. 28 – Dec. 2

**Topic:** Other Post-Exilic Literature

**Assignments:**
- **Wednesday**
  - *Read* Carr 229-239 (stop at heading “Isa 56:1-8”)
  - *Read* Haggai 1-2; Zechariah 1, 4; Jonah 1-4
- **Friday**
  - *Read* Job 1-5, 38-42
  - *Read* Murphy reading on Job
  - *Read* OTP 239-244 “A Sufferer and a Friend in Babylon”

### Week 15 / Dec. 5 – Dec. 9

**Topic:** The Second Temple Period

**Assignments:**
- **Wednesday**
  - *Read* Carr 245-263
  - *Read* Daniel 1, 3, 6
  - *Read* JSB 2021-2040 “The Religion of the Bible”