

SCTR 28-WOMEN AND THE HEBREW BIBLE

Tuesday/Thursday 2:00pm-3:40pm

ROOM: Kenna 304

INSTRUCTOR: Corinna Guerrero

EMAIL: cguerrero@scu.edu

OFFICE HRS: WED 1-2:30PM; THURS 3:45-4:45PM

OFFICE: Kenna Hall Office #303

COURSE DESCRIPTION:

This course explores stories, tropes, metaphors, poetry, and archaeology related to Hebrew Bible and Old Testament women. Biblical studies methodologies and interdisciplinary lenses will be used to create access points with the material culture of the Ancient Near East, literary life and afterlives of biblical texts, as well as intersectional juxtapositions between ANE and contemporary lives of women. We will explore questions like: Did God have a wife? How does the HB/OT promote leadership and women? Does the HB/OT condone sexual violence against women? How many ways can families be made? What would it mean for women and communities to recover, reform, or reject passages of the HB/OT?

- Students are required to bring their text books to class every day.
- Students are required to have completed a Religion 1 course prior to enrollment in this course and have completed 44 units.

This course satisfies the Religious Studies 2/Religion, Theology, and Culture 2 requirement.

CORE CURRICULUM LEARNING OBJECTIVES:

Students in this course will:

Objective 2.1 – Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, *scriptures*, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)

Objective 2.2 – Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)

Objective 2.3 – Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Reflection; Critical Thinking)

COURSE OBJECTIVES:

1. Employ Biblical Studies methodologies as a means of investigating HB/OT content.

2. Apply interdisciplinary methods as a means for critically analyzing the historicity, literary dimensions, socio-cultural contexts, and hermeneutical potentiality of selected HB/OT pericopae.

REQUIRED TEXTS:

1. *HarperCollins Study Bible: Student Edition with Apocrypha/Deuterocanonical* (New Revised Standard Version), Fully Revised & Updated ISBN 978-00607868
2. William Dever, *Did God Have A Wife?* ISBN 978-0802863942
3. Anita Diamant, *The Rent Tent*. ISBN 978-0312427290 **or** Michal Lemberger, *After Abel and Other Stories*. ISBN 978-1938849473
4. Phyllis Trible and Letty Russel, *Hagar, Sarah, and Their Children: Jewish, Christian, and Muslim Perspectives*. ISBN 978-0664229825
5. Additional required texts for reading/activities will be posted on Camino.
 - a. Websites—
 - i. <http://www.biblicalarchaeology.org/category/biblical-artifacts/>
 - ii. <http://www.bibleodyssey.org/>
 - iii. <http://www.wikihow.com/Write-a-Book-Review>
 - iv. <http://www.piktochart.com>
 - v. <http://www.canva.com>

OPTIONAL TEXTS:

1. Carol Newsome, *Women's Bible Commentary* 3rd Edition: Revised and Updated. ISBN 978-0664237073
2. Susanne Scholz, *Sacred Witness: Rape in the Hebrew Bible*. ISBN 978-0800638610

COURSE REQUIREMENTS AND ASSESSMENT METHODS:

Class Attendance, Preparation, and Critical Engagement (20%) Twenty percent of the overall grade for this course is determined by the student's daily: 1) preparation for class (i.e. completion of assignment for the day; 2) attendance in class; and 3) thoughtful, informed, and/or reflective questions and/or comments about the reading. **Satisfies Core Curriculum Objectives 2.1, 2.2, and 2.3.**

Info Graphics (30%) Thirty percent of the overall grade for this course is determined by the development, presentation, and quality of the student's Info Graphic: 1) formatting; 2) content accuracies; 3) content analysis; 4) integration of week's content with larger module; and 5) personal reflection. Students are required to bring an Info Graphic to Thursday discussion that synthesizes and integrates the week's readings into the larger course module. **Satisfies Core Curriculum Objective 2.1, 2.2, and 2.3.**

Essay (20%) Twenty percent of the student's overall grade is determined by two essays. Each essay (10% each) is in response to an assigned section. There will be multiple opportunities for essays to be written. The student will select two opportunities to submit work. Each essay will be ~4-7 pages, single-spaced, 1" margins, Times New Roman, 12 pt font, Turabian/Chicago footnotes (10 pt. font), bibliography on its own page, and thesis statement underlined in paragraph one. There is no extra credit option for this assessment method.

Note- Students earning below 70% on the FIRST ESSAY will have an automatic rewrite assigned that necessitates a working with the Professor in office hours for assistance.

Satisfies Core Curriculum Objective 2.1 and 2.3.

Book Review (10%) Ten percent of each student's grade will be determined by the written quality of their book review. Each book is a fictional hypertext of biblical women. Only one book needs to be selected, read, and used for the written submission. Book review maybe submitted any time after Week 3 begins and before the end of Week 9. Students may choose to purchase and read both. *A second book review maybe submitted for extra credit if the first book review meets satisfactory minimum written expectations. First book review must come in before Week 6, in order to qualify for extra credit option.* **Satisfies Core Curriculum Objective 2.2**

Lives and Afterlives Presentation (20%) Twenty percent of each student's grade will be determined by a trans-historic project about a female character, figure, metaphor, or trope from the HB/OT to be delivered to the class during Week 10 or Finals Week, depending on the size of the class. The project must have text, art, and an open content category across three distinct historical eras. Depending on the size of the class, this will either be an individual or small group project. Was she recovered? Was she reformed? Was she rejected? **Satisfies Core Curriculum Objectives 2.1, 2.2, and 2.3.**

GRADING SCALE:

A	94-100	C+	77-79	D-	60-63
A-	90-93	C	74-76	F	59 & BELOW
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

ATTENDANCE POLICY:

Regular on-time attendance is a mandatory expectation for passing the course. Excused absences must be requested in advance of the class session to be missed and require approval from the instructor. 2 unexcused absences will result in lowering the student's final course grade a full letter grade. 4 absences, excused or unexcused, will result in an **F final grade** for the course.

- Medical absences or any absence approved through the university need to have appropriate documentation submitted to the Professor.
- Missing more than 10 minutes of class twice will be counted as an unexcused absence.
- Job interviews are not excused absences.
- Professor reserves the right to subsume the Technology Policy into the Attendance Policy. Students may use technology in-class for the course as it is fitting with the session's activities. If an individual has difficulty focusing to the curriculum due to an incongruent use

of technology in the room, the student will get a warning. The second violation will result in the student being marked absent for the day.

DISABILITY ACCOMMODATION POLICY:

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

TITLE IX POLICY:

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

- ❖ **REPORTING:** While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.
- ❖ For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).
- ❖ If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and

SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

- ❖ Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY:

All Students in this Course are Encouraged Greatly to take the University Honor Pledge

- The study of religion and sacred scriptures/religious literatures are older than the texts themselves. As a result, there are very few genuinely "unique" or "original" ideas. Therefore, it is the expectation that all written, presented, and discussed work as it pertains to this course reference the “chain of thought” the student is utilizing to make her/his point. Being able to articulate your thought from the thoughts of others is at the heart of academic integrity.
- Footnotes at the bottom of the page and a formal bibliography at the end of an essay are required. This course requires footnotes in Turabian/Chicago style. Failure to cite properly will result in an automatic rewrite.
- see - eturabian.com

This course follows the definition of Academic Integrity as described by Santa Clara University. For more see the following:

➔ <http://www.scu.edu/provost/policies/upload/Academic%20Integrity%20Protocol.pdf>

This course stands by the following definitions of plagiarism as found on the SCU library website: <http://libguides.scu.edu/plagiarism>.

LECTURE AND READING SCHEDULE

(COURSE LEGEND)

WK	DATE	LECTURE TOPICS & READING ASSIGNMENTS
		(C) CAMINO READINGS (HC) HARPER COLLINS BIBLE

Introduction

WEEK 1

3/29		LECTURE/QUESTION- Introduction to course, syllabus, and each other. Pick Book Reviews! (A
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novel idea.)
“Biblical (T) **RDG ASSIGNMENT FOR TH-** (C) Tate, “Feminist Consciousness”, “Feminist Criticism”, Criticism”; “Knauf’s Book Review of *Did God Have A Wife?*”; “Asherah (3 min video)”

Asherah *Essay Option #1 Due Thursday 4/14*

3/31 **LECTURE-** Intro to Biblical Studies and the Rise of Feminist Biblical Criticism
(TH) **RDG ASSIGNMENT FOR T-** (C) Dever, Introduction through ch.3

WEEK 2

4/5 **LECTURE/DISCUSSION-** Dever Chapter 4 & 5
(T) **RDG ASSIGNMENT FOR TH-** Dever, ch.6

4/7 **LECTURE/ACTIVITY-** “Who is Asherah?”
(TH) **RDG ASSIGNMENT FOR T-** Dever, ch. 7 through Afterward

- Construct Info Graphic
- Info Graphic Due for Class Tuesday

WEEK 3

4/12 **DISCUSSION-** What is the significance of *recovering* Asherah?
(T) **RDG ASSIGNMENT FOR TH-** (C) “WBC-Genesis”

Sarah and Hagar *Essay Option #2 Due Thursday 4/28*

4/14 **LECTURE/ACTIVITY-** Tate, Narrative Criticism
(TH) **RDG ASSIGNMENT FOR T-** (C) “Tate, Narrative Criticism”; (HC) Genesis 12-36, 38; Tribble, ch. 2

- Info Graphic Due for Class Tuesday

WEEK 4

4/19 **LECTURE/DISCUSSION-** Receiving Tradition
(T) **RDG ASSIGNMENT FOR TH-** Tribble, ch. 3

4/21 **LECTURE/DISCUSSION-** New Testament and Christianity
(TH) **RDG ASSIGNMENT FOR T-** Tribble, ch 4-5, 7-8

- Info Graphic Due for Class Tuesday

WEEK 5

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4/26 *DISCUSSION*- What is the significance of *reforming* Sarah and Hagar?
(T) *RDG ASSIGNMENT FOR TH*- (C) “WBC Judges”; (HC) Judges 19

➤ **Book Review must be submitted in hard copy by 5/5 in order to qualify for extra credit book review option.**

Levite’s concubine *Essay Option #3 Due Thursday 5/12*

4/28 *LECTURE/DISCUSSION*- Story-Telling and Examination of Unnamed Women
(TH) *RDG ASSIGNMENT FOR T*- (C) “Exum, Feminist Criticism”; “Scholz, Introduction”;
• Info Graphic Due for Class Tuesday

WEEK 6

5/3 *LECTURE/DISCUSSION*- Rape Violence the HB/OT
(T) (Yamada Bible Odyssey Video 4mins + Women and Violence in the Hebrew Bible)
RDG ASSIGNMENT FOR TH- (C) “Scholz, ch. 4”; “Scholz, ch.5”.

5/5 *LECTURE/DISCUSSION*-
(TH) *RDG ASSIGNMENT FOR T*- (C) “Scholz, Conclusion”

WEEK 7

5/10 *DISCUSSION*- What is the significance of *rejecting* the furthering of rape narratives?
(T) *RDG ASSIGNMENT FOR TH*- (C) “WBC, Ruth”; (HC) Ruth

Ruth *Essay Option #4 Due Thursday 5/31*

5/12 *LECTURE/DISCUSSION*- Community Identity in the Post Exilic
(TH) *RDG ASSIGNMENT FOR T*- (C) “Conversion and Identity in the Hebrew Bible”; “Your
People, My
People: An Exploration of Ethnicity in Ruth”
• Info Graphic Due for Class Tuesday

WEEK 8

5/17 *LECTURE*- Race, Power, Sex, and Community Identity I
(T) *RDG ASSIGNMENT FOR TH*- (C) “Womanist”; “Mujerista”; “Asian and Asian American”

5/19 *LECTURE/DISCUSSION*- Race, Power, Sex, and Community Identity II
(TH) *RDG ASSIGNMENT FOR T*- (C) “ABC, Ruth”. “Gafney, ‘Mother Knows Best: Messianic
Surrogacy and Sexploitation in Ruth’”;
• Info Graphic Due for Class Tuesday

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WEEK 9

5/24 *DISCUSSION/ACTIVITY-* Making a Modern Ruth
(T) *RDG ASSIGNMENT FOR TH-* (C) “Maldonado, ‘Reading Malinche Reading Ruth’”;

5/26 *DISCUSSION-* Recovery, Reformation, Rejection, or *Reconciling* Ruth.
(TH) *RDG ASSIGNMENT FOR T-* Complete book review(s).
 • Info Graphic Due for Class Session book is covered.

➤ **Book Review DUE in hard copy at the beginning of class the day of discussion.**

WEEK 10

5/31 *DISCUSSION-* *The Red Tent*
(T) *RDG ASSIGNMENT FOR TH-* Prepare for final projects

6/2 *DISCUSSION-* *After Abel: and other stories*
(TH) *RDG ASSIGNMENT FOR T-* Prepare for final projects

FINALS WEEK

STUDENT PRESENTATIONS
Presentations Upload Camino Day of Final Exam
