



Biblical Literature and the Ancient World

(BLHS-103)

Georgetown's Bachelor of Arts in Liberal Studies program is not a one-size-fits-all curriculum; rather, it is a combination of many different programs of study. This interdisciplinary approach provides students with a comprehensive learning experience while helping them achieve intellectual advancement, enhanced critical thinking abilities, and a greater cultural understanding.

Rooted in Georgetown's Jesuit values, the program prepares students to excel academically and professionally, equipping them with the tools they need to become successful leaders who are committed to serve others and make an impact on the world. Through an emphasis on educating the whole person, Georgetown provides students with a world-class education that teaches them the art of inquiry and innovation. Students learn advanced critical thinking while developing a deeper understanding of past and present human behavior—in all its interconnected complexity."

Dates: Fall 2017, August 30 – December 16

Location: While this is an online course, there are **3 mandatory in-class sessions** that will be held in Room C-210 at 640 Massachusetts Avenue. These sessions will be held on September 6, October 25 and November 29, 8:00 – 10:30 PM. For the online portion of the course, Georgetown University uses Canvas as its Learning Management System. This online portion of the course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Dr. Richard Lederman

Contact Information: rcl46@georgetown.edu; (240) 441-8074

Virtual Office Hours: By appointment through Zoom Conferencing. Contact me by phone or e-mail to set up an appointment.

Downloadable Syllabus

The complete syllabus is available in PDF (for download). If you do not have the free Adobe Reader to view the PDF file, please download at [Adobe](#).

COURSE DESCRIPTION

This course studies biblical literature in the social, political, and religious context of the ancient Mediterranean world. It begins with a historical overview that is careful to map it onto the "Greeks and Romans" course so that, again, students will be oriented historically and geographically and see the overlap. It traces the history (including prehistory) of ancient Hebrews, the emergence of Christianity, the early relationship between Judaism and Christianity, and the struggle for Christianity to define itself in the Roman Empire before it became for all practical purposes the official religion of the Roman Empire.

COURSE LEARNING OBJECTIVES

1. Track the evolution of biblical thought.
2. Define and identify the multiple perspectives on the nature of the divine, the divine/human relationship, and the nature of the sacred community that the Bible addresses.
3. Determine a connection between biblical events and world events and/or place biblical events on a timeline.
4. Identify biblical political and religious leadership and institutions within the context of the ancient world.
5. Identify the literary characteristics of biblical texts such as the history of composition, themes, key words and leitmotifs, use of speech, rhetoric, characterization
6. Identify the genres of biblical literature within the context of the ancient world, including mythology, law, narrative and historiography.
7. Apply biblical thought to contemporary issues in a critical fashion using modern interpretive tools and concepts.

REQUIRED READINGS

Please note that there are no book purchases for this course.

Students may read any Bible that they wish. However, **all student assessments will be based on the scanned material described below**. Be sure to read the Bible essays that are included in this scanned material and not essays from other Bible editions.

All reading material is embedded within the Canvas Course Content, including: Scanned material from Coogan, Michael D. (ed.), *The New Oxford Annotated Bible with the Apocrypha, Fully Revised 3rd Edition*, Oxford University Press, ISBN: 978-0-19-528880-3; Course Lectures (written), Supplemental Readings, Primary Source Readings and various video presentations either available through the Canvas course modules.

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas
9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course we will use Zoom Conferencing, which enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides.](#)

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted primarily online, which means students do not have to be on campus to complete much of the course. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Module will be released on a weekly basis every Tuesday at 11:59 pm (ET). The only exceptions are Module 1, which will begin with the first day of class, Wednesday, September 6, and Modules 12 & 13, which take into account the Thanksgiving break. **PLEASE NOTE THAT ALL TIMES AND DEADLINES ARE ACCORDING TO EASTERN TIME!!** Students are required to move through each module in sequential order.

It should be noted, however, that there will be **three MANDATORY in-class sessions**, which will be held 8:00-10:30 pm in Room C-210 at 640 Massachusetts Avenue. This includes the first introductory session, which is scheduled for Wednesday, September 6. Two more review sessions are scheduled for Wednesday, October 25, and Wednesday, November 29.

Student Expectations

This course consists of 13 modules plus the final exam. You are expected to do the readings, watch the lecture videos, and engage with the course material in depth. Your responsibilities include taking the module quizzes and completing the module assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 10-12 hours per week on the work for each online module.

Absences

There are no excused absences in an online course. The instructor will count a student as “absent” in any week in which the student fails to submit any of the assignments due that week, including participation in the online discussions, quizzes, assignments, and/or activities. In addition to receiving a 0 (zero) for all assignments for that week, the student will be docked 2 percentage points off the final score for the semester. However, it is understood that emergencies arise. This penalty can be waived if the student informs the professor in advance and provides documentation of an emergency such as illness or family emergency.

The mandatory in-class sessions are designed to introduce students to the course and to provide crucial review of material. Failure to attend an in-class session will result in the docking of 2 percentage points from the student’s final score for the semester. This penalty can be waived if the student informs the professor in advance and provides documentation of an emergency such as illness or family emergency.

Extreme Weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for

a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

GEORGETOWN HONOR SYSTEM

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course may all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date in the syllabus and on Canvas. **You must submit your weekly written assignment online by the time assigned in the syllabus and on Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation is contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. The request will be

considered based on documentation of some mitigating circumstances such as illness, death in the family, or some other crisis or emergency. The request must be made by e-mail at least 48 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Assignments

There is one ungraded modular assignment:

Modules that include readings from the Bible also include a Review Journal assignment. The journal will be a way for students to Review the learning experience on a weekly basis and to receive feedback from the professor. On a weekly basis, students should complete the Review Journals assignment in response to the biblical readings, Bible Essays, Supplemental Readings, video presentations and/or written lectures from the module based on the following Review Journal Guidelines:

- Describe a new idea, concept, insight or way of interpreting one of the biblical passages that we covered in class **that emerged from the course material: the Bible Essays, Supplemental Readings, Video Presentations and/or written lectures.**
- To which of the biblical passage(s) that we studied does this new idea, concept, insight or interpretation pertain, or which of the biblical passages that we studied offers support to this new idea, concept, insight or interpretation?
- What specific information emerged from the course material: Bible Essays, Supplemental Readings, Video Presentations and/or written lectures that led you to this idea, concept, insight, interpretation?
- How does this new information and way of thinking impact more generally upon your approach to the Bible and/or sacred texts in general and upon your personal approach to religion?

Each weekly Review Journal assignment should be approximately 250-300 words using language appropriate to academic discourse and must be entered into the Canvas Review Journal assignment according to the "Course Content Schedule" listed on pp. 14-20. Failure to complete the assignment on time or a completion that is judged inadequate will result in the loss of one percentage point from the overall score for the semester.

All journal entries that are entered on time will receive written feedback from the professor as part of the Canvas assignment "comments." These weekly Review Journal assignments will then become the basis for the Review Papers (see below).

It might be a good idea to prepare your journal entry using your favorite word processing software. That way you can save your work and cut/paste into Canvas.

PLEASE NOTE: Students may not duplicate a Discussion Board response (see below) as their journal entry. The journal entry must articulate a new idea.

The graded weekly assignments are as follows:

Discussion Board Questions: (15% of your grade)

Due: Modules 1-13

Each module is accompanied by Discussion Board questions. Students participate in the Discussion Board in two ways: 1) posting a response to a Discussion Board question, otherwise known as a discussion “thread,” and 2) posting a reply to another student’s response to a Discussion Board question. Students must post responses and replies according to the Canvas calendar and the Course Content Schedule posted on pages 14-20 below.

SINCE THIS IS A DISCUSSION AMONG STUDENTS, RESPONSES AND REPLIES THAT ARE POSTED LATE ARE DISQUALIFIED, RESULTING IN A SCORE OF 0 FOR THAT DISCUSSION BOARD.

Minimally, each student must post one response to a Discussion Board question and post one reply to another student’s response. **The only exception is in Module 1 where students are expected to participate in two Discussion Boards. Failure to participate at this minimum level in the discussion yields a score of 0.** Responses are scored on a scale of 0-100 based on the rubrics found on page 21 below. (You can also view the rubrics on the Discussion Board pages by clicking the “gear” symbol in the upper right-hand corner and choosing “Show Rubric.”) However, in order to receive a score for the Discussion Board, a student must post one qualifying reply to another student’s response. To qualify, the reply must add some new thought or insight to the discussion that either supports or refutes the initial response with evidence to back that new thought or insight. Examples of qualified and unqualified replies appear on page 22 below.

Students can earn extra credit by participating in the Discussion Board above the minimal level. Students receive 10 extra-credit points for any response to a Discussion Board question beyond the minimum. However, to receive that extra-credit, the response must score 72 or higher based on the rubrics. In other words, if you post a response to a second Discussion Board question that would score 72 or higher, you receive 10 additional extra-credit points on the Discussion Board. Any qualified reply beyond the minimum of 1 receives 5 extra-credit point.

Extra credit can also be earned by using other outside sources as described in ***Discussion Board and Review Journal/Paper Extra-credit for Outside Sources*** found below on pp. 25-26 below.

Review Quizzes: (15% of your grade)

Due: Modules 2-7; 9-12

These modules include an assessment in the form of a quiz comprised of five multiple choice questions that pertain to the Bible Essays and/or Supplemental Readings, as well as the written lecture. The biblical readings and the other Primary Source Readings do not form part of the Review Quizzes. The quizzes are meant to assure the student's effective comprehension of this material. Students should read the material carefully, highlighting key concepts or taking note of key concepts. After reading the material, students will click on the Review Quiz for that module. Students are welcome to consult the readings and notes while taking the quiz. However, students will have only 20 minutes to complete each quiz.

Students are allowed 3 attempts to complete the quiz. The quizzes are scored as follows:

A score of 5 on the first attempt yields a score of 5

A score of 5 on the second attempt yields a score of 4

A score of 4 on the second attempt and a score of 5 on the third attempt yields a score of 4

A score of 5 on the third attempt yields a score of 3

Failure to achieve a score of 5 after the third attempt yields a score of 0. **Quizzes are only available until the close of that weekly module.**

Review Papers: (20% of your grade, 10% per paper)

Due: Modules 8 and 13

The Review Papers are essentially the final drafts of the several weekly Review Journal assignments. Students should incorporate suggestions from the professor listed as comments to the assignments. In addition, students will receive additional comments from the professor and from other students during the mandatory in-class review sessions scheduled for October 25 and November 29. The Review Papers will be scored based on how thoroughly students are able to demonstrate their understanding of the class material and their ability to articulate that understanding based on the Review Journal Guidelines listed above and the rubrics listed below on pp. 23-24.

Review Papers should be uploaded through that assignment in RTF or Microsoft Word (2003 or 2007 is OK) according to the deadlines indicated in the Canvas calendar and the Course Content Schedule listed on pp. 14-20 below. The First Review Paper due during Module 8 will include final drafts of Review Journal assignments relating to class material from Modules 2 through 7, a total of 6 entries. This paper should be approximately 1,500-1,800 words. The Review Paper due on Week 13 will include final drafts of Review Journal assignments relating to class material from Modules 9 through 12, a total of 4 entries. This paper should also be approximately 1,000-1,250 words.

Review Papers are scored on a scale from 49-100. The rubrics are found within each of the assignments. You can also find the rubrics on pp. 23-24 below.

Extra credit can be earned by using other outside sources as described in *Discussion Board and Review Journal/Paper Extra-credit for Outside Sources* found below on pp. 25-26 below.

PLEASE NOTE THAT REVIEW PAPERS ARE DOCKED 10 PERCENT OF THE GRADE FOR EACH DAY OR PORTION OF A DAY THAT THEY ARE SUBMITTED LATE.

Midterm Exam: (20% of your grade)

Due: Module 8

A 1-hour midterm exam is a part of Module 7. Students will have a 24 hour window in which they can access the exam (Sunday, October 22, 11:59 pm, to Monday, October 23, 11:59 pm). It will include all of the material covered in the first six modules and will consist of a combination of objective questions—multiple choice and short answer—as well as some short essay questions.

Final Exam: (30% of your grade)

Due: Module 14

An online final exam must be taken between Tuesday, December 12, 11:59 pm, and Wednesday, December 13, 11:59 pm. The final exam will cover your learning over the entire semester. You will be asked to synthesize all that you have learned in the course in the analysis and interpretation of several biblical passages provided by the professor from both the Hebrew Bible and from the New Testament.

Citation Style

Since there are no outside research papers assigned for this course, source citation is not a major issue. However, simple citation for course material is necessary to allow me to check your citations. Please use the following citation methods:

- When citing the Bible Essays, please note the source page number, not the PDF page number. For example, if you're citing the Bible Essay on Genesis, cite as follows: Bible Essay, "Genesis," p. 11.
- If you're citing the written lecture, please cite the title of the lecture and the page number.
- When citing articles from the Program Course Guide, cite the name of the resource (e.g., *The New Catholic Encyclopedia*), the name of the article (e.g., "Abraham"), and the page number.

GRADING

Students should understand that simply completing an assignment in a satisfactory manner does not earn the student an 'A.' The 'A' grade is reserved for outstanding work. A grade of 'B' means that the student has performed the assignment well, but not outstandingly. Simply fulfilling the requirements of the assignment in a satisfactory manner would earn the student a 'C' grade.

Please reference the grading scale below:

A = 92-100%

A- = 90-91.9%

B+= 88-89.9%

B = 82-87.9%

B- = 80-81.9%

C+= 78-79.9%

C = 72-77.9%

C- = 70-71.9%

D+= 68-69.9%

D = 60-67.9%

F = Below 60%

ACCOMMODATIONS: Disabilities

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
202-687-8354 |

- arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Program Course Guide

As noted above, students are invited to use a [Program Course Guide](#) for this course developed in cooperation with the SCS library staff. The guide is specifically designed to allow students to earn extra credit on certain assignments as described above. Use of the Guide is described in detail on pp. 25-26 below.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication With Instructor

Your instructor will be available for either voice or video conferencing. Feel free to call or write at any time to arrange a conference. Your instructor will also check conversations and monitor the discussion board regularly. If you have a private question or concern, feel free to send an email. In general, you can expect a response within two business days.

Communication with Peers (Collaborations)

You will be expected to communicate with your peers via the discussion board and in online webinars. All communication should conform to the standards described in the “Statement of Student Conduct” noted above.

Announcements

Announcements will be posted in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and/or will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class; please post those in the General Questions Discussion Board Forum (see below).

General Questions Discussion Board Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the [General Question Discussion Board Forum](#), which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within two business days. Please allow five business days for assessment submission feedback.

Course Content Schedule

Subject to change.

WEEK	TASK	DUE DATE
MODULE 1 Sept. 6-12 Introduction	Mandatory in-class session: Methodology, Terminology, Geographic Framework, Historical Outline, Literary Considerations	Wed. Sept. 6 8-10:30 pm
	View the PBS Nova Video, “The Bible’s Buried Secrets,” then Post responses to both Discussion Boards Please note: this is the only module students will be expected to complete two Discussion Boards	Sat., Sept. 9, 11:59 pm
	Reply to other students’ responses in the Discussion Boards	Tues., Sept. 12, 11:59 pm
MODULE 2 Sept. 13-19 The Pentateuchal Literature: Primordial Stories and Stories of the Ancestors	Readings: Biblical: Genesis 1-11 (skim; close reading of Genesis 1-3, 6-9); Psalms 24, 29, 93; Genesis 37-50 (skim; close reading of Genesis 37:1-39:1, 42:1-45:15, 47:27-48:22) Essays: “Introduction to the Pentateuch,” HB pp. 3-7; “Genesis,” HB pp. 9-10 Supplemental Readings: Hauser, “Intimacy and Alienation”	-
	Post Discussion Board responses	Sat., Sept. 16 11:59 pm
	Reply to other students’ responses in the Discussion Board Review Journal entries Complete review quiz	Tues., Sept. 19, 11:59 pm

<p>MODULE 3 Sept. 20-26</p> <p>The Pentateuchal Literature: Exodus</p>	<p>Topic 1: The Exodus</p> <p>Biblical Reading: Exodus 1-15 (skim; close reading of 1-6, 12-15)</p> <p>Bible Essay: “Exodus,” HB pp. 82-84</p>	-
	<p>Topic 2: Law and Covenant</p> <p>Biblical Reading: Exodus 19-24; Joshua 24</p> <p>Primary Source Reading: “Code of Hammurabi,” Introduction on pp. 1-2 (335-336); skip prologue and read laws 196-214 on the last page</p>	
	<p>Post Discussion Board responses</p>	Sat., Sept. 23, 11:59 pm
	<p>Reply to other students’ responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Sept. 26 11:59 pm
<p>MODULE 4 Sept. 27-Oct. 3</p> <p>The Early History of the Israelite Nation and the Israelite Monarchy</p>	<p>Topic 1: The Early History of the Israelite Nation</p> <p>Biblical Reading: Judges 1-2, 11-12, 17-21</p> <p>Bible Essays: “Deuteronomy,” HB pp. 240-242; “Introduction to the Historical Books,” HB pp. 309-313; “Joshua,” HB pp. 314-316; “Judges,” HB pp. 353-354</p> <p>Primary Source Reading: Amarna Letters</p> <p>Review Video: Archeology and Israelite Settlement</p>	-
	<p>Topic 2: The Israelite Monarchy, or “It’s Good to Be the King,” (or not!!)</p> <p>Biblical Reading: I Samuel 1-2, 8-10, 15-17</p> <p>Bible Essays: “I Samuel,” HB pp. 398-399</p>	
	<p>Post Discussion Board responses</p>	Sat., Sept. 30, 11:59 pm

	<p>Reply to other students' responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Oct. 3, 11:59 pm
<p>MODULE 5 Oct. 4-10</p> <p>The Israelite Monarchy, or "It's Good to Be the King" (cont.)</p>	<p>Biblical Reading: II Samuel 6-7; 11-20; I Kings 1-2, 11-12; Psalms 2, 110</p> <p>Bible Essay: "II Samuel," HB 446; "I Kings," HB pp. 487-489</p> <p>Primary Source Reading: "Code of Hammurabi, Prologue (not the laws)," pp. 2-3 (336-337)</p> <p>Supplemental Reading: Wesselius, "Joab's Death and Succession Narrative"</p>	-
	<p>Post Discussion Board responses</p>	Sat., Oct. 7, 11:59 pm
	<p>Reply to other students' responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Oct. 10, 11:59 pm
	<p>FIRST REVIEW PAPER (covering modules 2 through 7)</p>	DUE END OF MODULE 8
<p>MODULE 6 Oct. 11-17</p> <p>Prophets and Sages</p>	<p>Biblical Reading: 2 Kings 14-19, 22-25 (skim); Amos 1-6 (skim; close reading of 1-2, 5:18-27); Isaiah 1-12 (skim; close reading of 1:1-2:4, 7, 11-12); Jeremiah 1-7 (skim; close reading of 1-2, 7)</p> <p>Bible Essays: "II Kings," HB p. 533; "Introduction to the Prophetic Books," HB pp. 969-973; "Isaiah," HB pp. 974-977;; "Jeremiah," HB 1073-1074; "Amos," HB 1302-1303</p>	-
	<p>Post Discussion Board responses</p>	Sat., Oct. 14, 11:59 pm
	<p>Reply to other students' responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Oct. 17, 11:59 pm
	<p>Continue work on FIRST REVIEW PAPER (covering weeks 2 through 7)</p>	DUE END OF MODULE 8

<p>MODULE 7 Oct. 18-24</p> <p>Between the Testaments: “Particularism” and “Universalism”</p>	<p>Biblical Readings: Ezra 3-4, 9-10; Daniel 1; I Maccabees 1-4; Isaiah 40-45:7, 56, 66;</p> <p>Bible Essays: “Ezra,” HB pp. 671-672; “Daniel,” HB pp. 1253-1254;; “Introduction to the Apocrypha,” A pp.3-10; “I Maccabees,” A pp. 201-202</p>	<p>-</p>
	<p>Post Discussion Board responses</p>	<p>Sat., Oct. 21, 11:59 pm</p>
	<p>ONE HOUR MIDTERM must be taken between Sunday, October 22, 11:59 pm, and Monday, October 23, 11:59 pm</p>	<p>Mon., Oct. 23, 11:59 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Review Journal entries Complete review quiz</p>	<p>Tues., Oct. 24, 11:59 pm</p>
	<p>Continue work on FIRST REVIEW PAPER (covering weeks 2 through 7)</p>	<p>DUE END OF MODULE 8</p>
<p>MODULE 8 Oct. 25-31</p>	<p>Topic 1: Mandatory in-class Review Journal Review Session</p>	<p>Wed., Oct. 25 8-10:30 pm</p>
	<p>Topic 2: Particularism and Universalism</p> <p>Conducted online through the Discussion Board</p> <p>Supplemental Reading: Christian, Muslim and Jewish Perspectives</p>	
	<p>Post Discussion Board responses</p>	<p>Sat., Oct. 28 11:59 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Submit FIRST REVIEW PAPER (covering weeks 2 through 7)</p>	<p>Tues., Oct. 31 11:59 pm</p>

<p>MODULE 9 Nov. 1-7</p> <p>Between the Testaments: Apocalyptic Literature</p>	<p>Biblical Reading: Daniel 7-12; Mark (complete, but focus on chapter 13); Revelation 12-13, 17-22</p> <p>Bible Essays: “Introduction to the Gospels,” NT pp. 3-6; “Mark,” NT pp. 56-57; “Revelation,” NT pp. 420-421</p>	-
	Post Discussion Board responses	Sat., Nov. 4 11:59 pm
	<p>Reply to other students’ responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Nov. 8 11:59 pm
<p>MODULE 10 Nov. 7-14</p> <p>The Gospel Genre: The Nativity Narratives</p>	<p>Biblical Readings: Matt. 1-2; Luke 1-3; Luke 4:1-30 (compare Matthew 13:54-58, Mark 6:1-6); John 1</p> <p>Primary Source Reading: “The Birth of Alexander the Great” and “The Birth of Plato,” pp. 1-4 of “Greco- Roman Nativity Narratives”</p> <p>Bible Essays: “Matthew,” NT pp. 7-8; “Luke,” NT pp. 93-95; “John,” NT pp. 146-147</p>	-
	Post Discussion Board responses	Sat., Nov. 11, 11:59 pm
	<p>Reply to other students’ responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete review quiz</p>	Tues., Nov. 14, 11:59 pm

<p>MODULE 11 Nov. 15-21</p> <p>The Gospel Genre: The Passion of the Christ</p>	<p>Biblical Readings: Matthew 26-28; Mark. 14-16; Luke 22-24; John 18-19</p> <p>Primary Source Reading: “Ascension of Romulus,” pp. 5-8 of “Greco-Roman Nativity Narratives”</p> <p>Supplemental Reading: Stichele & Penner, “Passion for the Real”</p> <p>Video: “The Passion of the Christ”</p>	<p>-</p>
	<p>Post Discussion Board responses</p>	<p>Sat., Nov. 18, 11:59 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Review Journal entries Complete review quiz</p>	<p>Tues., Nov. 21, 11:59 pm</p>
	<p>Begin SECOND REVIEW PAPER covering weeks 9 through 12</p>	<p>DUE END OF MODULE 13</p>
<p>MODULE 12 Nov. 22-30</p> <p>Acts, the Early Church and the Mission of Paul</p>	<p>Biblical Readings: Acts 1-2, 6-7, 9-11, 15; Galatians 1-2; Romans 1-14</p> <p>Bible Essays: “Acts,” NT pp. 183-185; “Introduction to the Letters/Epistles of the New Testament,” NT pp. 240-241; “Romans,” NT pp. 242-243; “Galatians,” NT pp. 309-310</p>	<p>-</p>
	<p>Post Discussion Board responses Complete review quiz</p>	<p>Mon. Nov. 27, 11:59 pm</p>
	<p>Mandatory in-class Review Journal Review Session</p>	<p>Wed., Nov. 29 8-10:30 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Review Journal entries</p>	<p>Thurs. Nov. 30, 11:59 pm</p>

	Continue SECOND REVIEW PAPER covering weeks 9 through 12	DUE END OF MODULE 13
MODULE 13 Dec. 1-7	<p>Are We in the End Days?</p> <p>Conducted online through the Discussion Board</p> <p>Supplemental Reading: Discussion Guide: End Days</p>	
	Post Discussion Board responses	Sun., Dec. 3 11:59 pm
	Reply to other students' responses in the Discussion Board	Tues., Dec. 5 11:59 pm
	Submit SECOND REVIEW PAPER (covering weeks 9 through 12)	Wed., Dec. 6, 11:59 pm
MODULE 14 FINALS WEEK	TWO HOUR FINAL EXAM Must be taken between Tues., Dec. 12, 11:59 pm, and Wed., Dec. 13, 11:59 pm.	Wed., Dec. 13 11:59 pm

Rubrics for scoring the Discussion Board

Each weekly Discussion Board is scored on a scale of 0-100.

Participation	At the minimal level	At the minimal level	At the minimal level	At the minimal level	No participation
	40 points	35 points	30 points	25 points	
Addresses the question based on ideas discussed in the course material (40% of score)	Very clearly addresses the question based on ideas raised in the course material	Clearly addresses the question based on ideas raised in the course material	Adequately addresses the question based on ideas raised in the course material	Poorly addresses the question based on ideas raised in the course material	
	30 points	25 points	21 points	18 points	
Brings evidence from the biblical passage(s) and the course material to support the ideas (30% of score)	Brings very clear evidence	Brings clear evidence	Brings adequate evidence	Brings inadequate evidence	
	30 points	25 points	21 points	18 points	
Shows insight and critical thinking by offering a personal opinion that demonstrates an ability to look at the idea from different points of view using the language of academic discourse (30% of score)	Shows excellent insight and critical thinking	Shows good insight and critical thinking	Shows adequate insight and critical thinking	Shows little insight and critical thinking	

Examples of qualified replies to Discussion Board responses

1.

Joe,

I think your analysis of Levin's relationship with Anna is right on target. The only thing I would add is that it seems to me that Anna was partially motivated by her desire to make Vronsky jealous. That's probably why she made sure that Levin and Vronsky met up at the party, when she could remind Levin about their very enjoyable encounter. Vronsky's scowl was probably exactly what Anna was looking for.

2.

Jane,

I don't think your analysis of Levin's relationship with Anna is quite on target. Clearly, Vronsky was already looking for a way to break away from Anna and may have harbored the idea of Levin leaving Kitty and taking up with Anna. His overtures to Kitty probably were designed to get Kitty to begin questioning her relationship with Levin.

Examples of unqualified replies to Discussion Board responses

1.

Jane,

I agree entirely with your analysis of Levin's relationship with Anna. You did a great job of explaining it.

2.

Joe,

I disagree entirely with your analysis of Levin's relationship with Anna. I think you have to do a better job of explaining it.

Rubrics for scoring the Review Papers

Every paper submitted is scored on a scale of 49-100

	30 points	26 points	22 points	19 points	15 points
Articulates a new idea, concept, way of interpreting a biblical passage or biblical passages based on the course material: the Bible Essays, Supplemental Readings, Video Presentations and/or written lectures (30% of score)	Very clearly articulates the new idea	Clearly articulates the new idea	Adequately articulates the new idea	Poorly articulates the new idea	Fails to articulate a new idea
	20 points	17 points	14 points	12 points	10 points
Brings evidence from the biblical passage(s) and the course material to support the idea(s) (20% of score)	Brings very clear and very sufficient evidence	Brings clear and sufficient evidence	Brings adequate evidence	Brings little evidence	Brings no evidence
	20 points	17 points	14 points	12 points	10 points
Shows insight and critical thinking by demonstrating an ability to look at the idea(s) from different points of view based on the language of academic discourse (20% of score)	Shows excellent insight and critical thinking	Shows good insight and critical thinking	Shows adequate insight and critical thinking	Shows little insight and critical thinking	Show no insight or critical thinking

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	15 points	13 points	11 points	9 points	7 points
Clarity of composition and progression of ideas (15% of score)	Very clearly written with excellent grammar and usage, and a very clear progression of ideas	Clearly written with good grammar and usage, and a clear progression of ideas	Adequately written with adequate grammar and usage, and a somewhat clear progression of ideas	Not well written with errors of grammar and usage, and an unclear progression of ideas	Poorly written with many errors of grammar and usage, and no clear progression of ideas
	15 points	13 points	11 points	9 points	7 points
Articulates a consideration of the idea(s) into a personal understanding of religion and scripture (15% of score)	Very clearly articulates this consideration	Clearly articulates this consideration	Adequately articulates this consideration	Poorly articulates this consideration	Fails to articulate this consideration

Discussion Board and Review Journal/Paper Extra-credit for Outside Sources

Students often enter into the Discussion Board or write in their Review Journals citing sources from outside of our course material. Many of these are web-based resources. While this extra effort is admired and encouraged, it should be noted that many of these sources are unreliable and/or do not meet the academic requirements of a college course. To remedy this situation while also encouraging students to go beyond the assigned reading, we have created a Program Course Guide, which links you to five online Georgetown Library resources. The five resources are:

1. Encyclopedia Judaica
2. The New Catholic Encyclopedia
3. Encyclopedia of Religion
4. A Dictionary of the Bible
5. The Oxford Companion to the Bible

Students may earn extra credit for both the Discussion Board and the Review Journal/Review Paper assignments by incorporating information from articles in these sources into their assignments. Since the Review Journal is ungraded, the extra credit will be applied to each journal entry separately when the information appears in the Review Paper. The extra credit will be awarded as follows (for the Review Journal/Paper, these criteria apply to each individual entry):

10 pts

Uses articles from three of these sources and is able to clearly articulate new information from these three articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/Reply or the Review Journal/Paper entry. Two of the articles have to come from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion. The other article can come from A Dictionary of the Bible or The Oxford Companion to the Bible.

8 points

Uses articles from two of these sources and is able to clearly articulate new information from these two articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/Reply or the Review Journal/Paper entry. One of the articles has to come from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion. The other article can come from A Dictionary of the Bible or The Oxford Companion to the Bible.

6 points

Uses an article from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion and is able to clearly articulate new information from this article in a manner that

adds substantively to a critical* examination of the topic of the Discussion Board response/Reply or the Review Journal/Paper entry.

4 points

Uses two articles from either A Dictionary of the Bible or The Oxford Companion to the Bible and is able to clearly articulate new information from these articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/Reply or the Review Journal/Paper entry.

2 points

Uses one article from either A Dictionary of the Bible or The Oxford Companion to the Bible and is able to clearly articulate new information from these articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/Reply or the Review Journal/Paper entry.

* By “critical” is meant that the student demonstrates how this new material offers a new perspective on the topic being discussed in relation to the course material.

THERE CAN BE NO “DOUBLE-DIPPING.” Once a student has cited information from an article in one assignment and received extra credit for that information, the student will not be given credit for citing that same information in another assignment. A student may use a particular article in more than one assignment, but to receive extra credit, the information cited must be completely different from the previously cited information.

STUDENTS MUST PROVIDE AN ACCURATE CITATION WHEN CITING THIS MATERIAL.

The citation can consist simply of the name of the resource, the title of the article and, if the article is longer than a single page, the page number. EXAMPLE: Encyclopedia of Religion, “Covenant,” p. 2049.

In citing the material, it is best for the student to paraphrase the information. However, direct quotes must be indicated by quote marks.

An instructional video to guide you through the use of the Program Course Guide and a link to the guide are provided in Module 1. The link is a bit awkward in the way it operates through Canvas. Once you enter the guide the first time, you may want to bookmark it.



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Bachelor of Arts in Liberal Studies