



# Biblical Literature and the Ancient World

## (BLHS-103)

**Dates:** Spring 2018, January 17 – May 9

**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 January 17, February 28 and April 25, 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.

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."

## 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

"Biblical Literature and the Ancient World" is a 4-credit academic course leading to a Bachelor of Arts degree. Like all academic college courses, we will be discussing the Bible using the language of academic discourse. This means that we will interpret and discuss the Bible using the tools of the modern social sciences: History, Archeology, History of Religion, Sociology, Anthropology, and Literary Criticism." Our specific learning objectives are:

1. Track the evolution of biblical thought (History of Religion).
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 (History of Religion).
3. Determine a connection between biblical events and world events and/or place biblical events on a timeline (History/Archeology).
4. Identify biblical political, religious and social structure and institutions within the context of the ancient world (Sociology/Anthropology).
5. Identify the literary characteristics of biblical texts such as the history of composition, themes, key words and leitmotifs, use of speech, rhetoric, characterization (Literary Criticism)
6. Identify the genres of biblical literature within the context of the ancient world, including mythology, law, narrative and historiography (Literary Criticism).
7. Apply biblical thought to contemporary issues in a critical fashion using modern interpretive tools and concepts (History of Religion).

# 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

Other than the three mandatory in-class sessions, the course is conducted 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, January 17, and Modules 7 & 10, which take into account the Spring and Easter breaks respectively.

**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 online/in-class sessions**, 8:00-10:30 pm. This includes the first introductory session, which is scheduled for Wednesday, January 17. Two more review sessions are scheduled for Wednesday, February 28, and Wednesday, April 25, in Room C-210 at 640 Massachusetts Avenue.

## 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.

### **Policy Accommodating Students' Religious Observances**

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

## 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 Journal assignment in response to a prompt that will be provided at the start of the course. Each 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 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.

***The graded weekly assignments are as follows:***

**Discussion Board Questions:** (20% of your grade)

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.**

*Discussion Board Participation Requirements*

Discussion Boards will open on Tuesdays at 11:59 pm with the start of the module. Students are expected to complete their postings by the close of the module the following Tuesday at 11:59 pm. Students participate by **RESPONDING** to the Discussion Board questions and by **REPLYING** to other students responses.

*Discussion Board Grading*

To receive 100 points in a Discussion Board, a student must:

1. Start participating early in each Discussion Board by posting the first response by Friday at 11:59 pm.
2. Post a response to a second Discussion Board question by Sunday at 11:59 pm.
3. Reply to the responses of at least two classmates by the close of the module on Tuesday at 11:59 pm.

To receive 85 points in a Discussion Board, you must:

1. Post a response to one Discussion Board question by Sunday at 11:59 pm.
3. Reply to one classmate by Tuesday at 11:59 pm.

**PLEASE NOTE THAT A REPLY TO A REPLY, WHILE ENCOURAGED, DOES NOT COUNT TOWARD SATISFYING THE REQUIREMENTS OF THE DISCUSSION BOARD.**

Anything less than this will result in an Incomplete for the Discussion Board. An Incomplete will also be applied if one or more of the responses or replies does not meet the requirements (see below). Students will be afforded two Incompletes without affecting their grade. For each



Incomplete above the two, 10 points will be deducted from either the previous or the following Discussion Board.

#### *Discussion Board Posting Requirements*

The response must address the question **BY INTEGRATING CONTENT FROM THE COURSE MATERIAL (BIBLE ESSAYS, WRITTEN LECTURES, SUPPLEMENTAL READINGS AND VIDEO PRESENTATIONS), DEMONSTRATING THAT THE RESPONSE COULD NOT HAVE BEEN WRITTEN BY SOMEONE WHO IS NOT TAKING THE COURSE.** The response must offer specific examples or evidence from the biblical readings and the other course material to support the response to the question. In addition, a student should be prepared to offer a personal perspective in response to the question that would display some critical thinking\* on the part of the student. In turn, a student replying to another student's response should clearly articulate either a statement supporting the response or refuting the response, in either case offering examples or evidence from the course material in support of the reply, as well as an opinion based on critical thinking. Examples of qualifying and non-qualifying replies are offered on p. 21 below.

\*"Critical thinking" means not only that the student has articulated an idea or point of view, but that the student can rise above the idea or point of view and evaluate it from various perspectives, consider its pros and cons, its adherence to the evidence presented as well as evidence that might rebut the idea or point of view.

Since the difference between the 100-point grade and the 85-point grade is 15 points, students can earn extra credit on the Discussion Board by posting additional qualifying responses (for 10 extra-credit points) and/or qualifying replies (for 5 extra-credit points). However, in order to receive credit for more than one response, the first response must be posted by Friday at 11:59 pm.

**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. 23-24 below.

**Review Quizzes:** (20% 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/Video Presentations, as well as the Written Lecture(s). 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:** (30% of your grade, 15% per paper)

Due: Modules 7 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 online/in-class review sessions scheduled for February 28 and April 25. The Review Papers will be scored based on how thoroughly students are able to demonstrate their understanding of how the course objectives relate to the class material and their ability to articulate that understanding based on the rubrics listed below on p. 22.

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 7 will include final drafts of Review Journal assignments relating to class material from Modules 2 through 6, a total of 5 entries. This paper should be approximately 1,250-1,500 words. The Review Paper due on Week 13 will include final drafts of Review Journal assignments relating to class material from Modules 8 through 12, a total of 5 entries. This paper should also be approximately 1,250-1,500 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 p. 22 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. 23-24 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.**

**Final Exam:** (30% of your grade)

Due: Module 14

An online final exam must be taken between Tuesday, May 8, 11:59 pm, and Wednesday, May 9, 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](mailto: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](mailto: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. 23-24 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 Jan 17-23  Introduction	<b>Mandatory in-class session:</b> Methodology, Terminology, Geographic Framework, Historical Outline, Literary Considerations	Wed, Jan 17, 8-10:30 pm
	View the PBS Nova Video, “The Bible’s Buried Secrets,” then <b>Post</b> responses to both Discussion Boards <b>Please note:</b> this is the only module students will be expected to complete two Discussion Boards	See above, p. 7, for details
	<b>Reply</b> to other students’ responses in the Discussion Boards	Tue, Jan 23 at 11:59 pm
MODULE 2 Jan 24-30  The Pentateuchal Literature: Primordial Stories and Stories of the Ancestors	<b>Readings:</b>  <b>Biblical Reading:</b> 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)  <b>Essays:</b> “Introduction to the Pentateuch,” HB pp. 3-7; “Genesis,” HB pp. 9-10  <b>Supplemental Readings:</b> Hauser, “Intimacy and Alienation”	-
	<b>Post</b> Discussion Board responses	See above, p. 7, for details
	<b>Reply</b> to other students’ responses in the Discussion Board	Tue, Jan 30, 11:59 pm

	<p><b>Review</b> Journal entries</p> <p><b>Complete</b> Review quiz</p>	
<p>MODULE 3 Jan. 31-Feb. 6</p> <p>The Pentateuchal Literature: Exodus</p>	<p><b>Topic 1:</b> The Exodus</p> <p><b>Biblical Reading:</b> Exodus 1-15 (skim; close reading of 1-6, 12-15)</p> <p><b>Bible Essay:</b> “Exodus,” HB pp. 82-84</p> <hr/> <p><b>Topic 2:</b> Law and Covenant</p> <p><b>Biblical Reading:</b> Exodus 19-24; Joshua 24</p> <p><b>Primary Source Reading:</b> “Code of Hammurabi,” Introduction on pp. 1-2 (335-336); skip prologue and read laws 196-214 on the last page</p>	-
	<p><b>Post</b> Discussion Board responses</p>	See above, p. 7, for details
	<p><b>Reply</b> to other students’ responses in the Discussion Board</p>	Tue, Feb 6, 11:59 pm
	<p><b>Review</b> Journal entries</p> <p><b>Complete</b> Review quiz</p>	
<p>MODULE 4 Feb 7-13</p> <p>The Early History of the Israelite Nation and the Israelite Monarchy</p>	<p><b>Topic 1:</b> The Early History of the Israelite Nation</p> <p><b>Biblical Reading:</b> Judges 1-2, 11-12, 17-21</p> <p><b>Bible Essays:</b> “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><b>Primary Source Reading:</b> Amarna Letters</p> <p><b>Review Video:</b> Archeology and Israelite Settlement</p>	-



	<p><b>Topic 2:</b> The Israelite Monarchy, or “It’s Good to Be the King,” (or not!!)</p> <p><b>Biblical Reading:</b> I Samuel 1-2, 8-10, 15-17</p> <p><b>Bible Essays:</b> “I Samuel,” HB pp. 398-399</p>	
	<p><b>Post</b> Discussion Board responses</p>	<p>See above, p. 7, for details</p>
	<p><b>Reply</b> to other students’ responses in the Discussion Board</p> <p><b>Review</b> Journal entries <b>Complete</b> Review quiz</p>	<p>Tue, Feb 13, 11:59 pm</p>
<p>MODULE 5 Feb 14-20</p> <p>The Israelite Monarchy, or “It’s Good to Be the King” (cont.)</p>	<p><b>Biblical Reading:</b> II Samuel 6-7; 11-20; I Kings 1-2, 11-12; Psalms 2, 110</p> <p><b>Bible Essay:</b> “II Samuel,” HB 446; “I Kings,” HB pp. 487-489</p> <p><b>Primary Source Reading:</b> “Code of Hammurabi, Prologue (not the laws),” pp. 2-3 (336-337)</p>	<p>-</p>
	<p><b>Post</b> Discussion Board responses</p>	<p>See above, p. 7, for details</p>
	<p><b>Reply</b> to other students’ responses in the Discussion Board</p> <p><b>Review</b> Journal entries <b>Complete</b> Review quiz</p>	<p>Tue, Feb 20, 11:59 pm</p>
	<p>FIRST REVIEW PAPER (covering modules 2 through 6)</p>	<p>DUE END OF MODULE 7</p>
<p>MODULE 6 Feb 21-27</p> <p>Prophets and Sages</p>	<p><b>Biblical Reading:</b> 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>-</p>

	<p><b>Bible Essays:</b> “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><b>Post</b> Discussion Board responses</p>	See above, p. 7, for details
	<p><b>Reply</b> to other students’ responses in the Discussion Board  <b>Review</b> Journal entries  <b>Complete</b> Review quiz</p>	Tue, Feb 27, 11:59 pm
	Continue work on FIRST REVIEW PAPER (covering modules 2 through 6)	DUE END OF MODULE 7
<p>MODULE 7 Feb 28-Mar 13</p>	<p><b>Review Journal Peer Review moderated by Professor Lederman</b> Mandatory in-class Review Session</p>	Wed, Feb 28 8-10:30 pm
	<p><b>Submit</b> FIRST REVIEW PAPER (covering modules 2 through 6)</p>	Tue, Mar 13 11:59 pm
March 3 – 11	(SPRING BREAK)	
<p>MODULE 8 March 14-20</p> <p>Between the Testaments: “Particularism” and “Universalism”</p>	<p><b>Biblical Readings:</b> Ezra 3-4, 9-10; Daniel 1; I Maccabees 1-4; Isaiah 40-45:7, 56, 66;</p> <p><b>Bible Essays:</b> “Ezra,” HB pp. 671-672; “Daniel,” HB pp. 1253-1254; “Introduction to the Apocrypha,” A pp.3-10; ‘I Maccabees,” A pp. 201-20</p>	-
	<p><b>Post</b> Discussion Board responses</p>	See above, p. 7, for details
	<p><b>Reply</b> to other students’ responses in the Discussion Board  <b>Review</b> Journal entries</p>	Tue, March 20 11:59 pm

	<b>Complete</b> Review quiz	
MODULE 9 Mar 21-27	<b>Biblical Reading:</b> Daniel 7-12; Mark (complete, but focus on chapter 13); Revelation 12-13, 17-22	-
Between the Testaments: Apocalyptic Literature	<b>Bible Essays:</b> “Introduction to the Gospels,” NT pp. 3-6; “Mark,” NT pp. 56-57; “Revelation,” NT pp. 420-421	
	<b>Post</b> Discussion Board responses	See above, p. 7, for details
	<b>Reply</b> to other students’ responses in the Discussion Board <b>Review</b> Journal entries <b>Complete</b> Review quiz	Tue, March 27 11:59 pm
MODULE 10 Mar 28-Apr 10	<b>Biblical Readings:</b> Matt. 1-2; Luke 1-3; Luke 4:1-30 (compare Matthew 13:54-58, Mark 6:1-6); John 1	-
The Gospel Genre: The Nativity Narratives	<b>Primary Source Reading:</b> “The Birth of Alexander the Great” and “The Birth of Plato,” pp. 1-4 of “Greco-Roman Nativity Narratives”  <b>Bible Essays:</b> “Matthew,” NT pp. 7-8; “Luke,” NT pp. 93-95; “John,” NT pp. 146-147	
	<b>Post</b> Discussion Board responses	See above, p. 7, for details
	<b>Reply</b> to other students’ responses in the Discussion Board <b>Review</b> Journal entries <b>Complete</b> <b>Review</b> quiz	Tue, Apr 10, 11:59 pm
Mar 29-Apr 2	EASTER BREAK	
MODULE 11 April 11-17	<b>Biblical Readings:</b> Matthew 26-28; Mark. 14-16; Luke 22-24; John 18-19	

<p>The Gospel Genre: The Passion of the Christ</p>	<p><b>Primary Source Reading:</b> Ascension of Romulus,” pp. 5-8 of “Greco-Roman Nativity Narratives”</p> <p><b>Supplemental Reading:</b> Stichele &amp; Penner, “Passion for the Real”</p> <p><b>Video:</b> “The Passion of the Christ”</p>	
	<p><b>Post</b> Discussion Board responses</p>	<p>See above, p. 7, for details</p>
	<p><b>Reply</b> to other students’ responses in the Discussion Board</p> <p><b>Review</b> Journal entries</p> <p><b>Complete</b> Review quiz</p>	<p>Tue, April 17, 11:59 pm</p>
	<p>Begin SECOND REVIEW PAPER covering modules 8 through 12</p>	<p>DUE END OF MODULE 13</p>
<p>MODULE 12 April 18-24</p> <p>Acts, the Early Church and the Mission of Paul</p>	<p><b>Biblical Readings:</b> Acts 1-2, 6-7, 9-11, 15; Galatians 1-2; Romans 1-14</p> <p><b>Bible Essays:</b> “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><b>Post</b> Discussion Board responses</p>	<p>See above, p. 7, for details</p>
	<p><b>Reply</b> to other students’ responses in the Discussion Board</p> <p><b>Review</b> Journal entries</p> <p><b>Complete</b> Review quiz</p>	<p>Tue, Apr 24, 11:59 pm</p>
<p>MODULE 13 Apr 25-May 1</p>	<p><b>Review Journal Peer Review moderated by Professor Lederman</b></p> <p>Mandatory in-class Review Session</p>	<p>Wed, Apr 25 8-10:30 pm</p>

	<p>Topic: Particularism and Universalism</p> <p>Supplemental Reading: Christian, Muslim and Jewish Perspectives</p>	
	<p><b>Post</b> Discussion Board Responses</p>	<p>See above, p. 7, for details</p>
	<p><b>Reply</b> to other students' responses in the Discussion Board</p> <p>Submit <b>SECOND REVIEW PAPER</b> covering weeks 8 through 12 on Canvas</p>	<p>Tue, May 1, 11:59 pm</p>
<p>MODULE 14 FINALS WEEK</p>	<p><b>TWO HOUR FINAL EXAM</b> must be taken between Tue, May 8, 11:59 pm and Wed May 9, 11:59 pm.</p>	<p>Wed, May 9 by 11:59 pm</p>

### Examples of qualifying 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 non-qualifying 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.

## Rubric for Review Papers

Anything below the minimum requirement for each element of the rubric will score 0.

The paper incorporates 4 of the learning objectives (25 points)	The paper incorporates 3 of the learning objectives (21 points)	The paper incorporates 2 of the learning objectives (19 points)	The paper only incorporates one of the learning objectives (16 points)
The paper examines biblical material from all of the modules covered (25 points)	The paper examines biblical material from 4 of the modules covered (21 points)	The paper examines biblical material from 3 of the modules covered (19 points)	The paper only examines biblical material from 2 of the modules covered (16 points)
The paper is extremely well organized and coherent with a clear progression of ideas (20 points)	The paper is well organized and coherent with a clear progression of ideas (17 points)	The paper is not well organized or coherent, and the progression of ideas is difficult to follow (15 points)	The paper is largely incoherent and lacks a clear progression of ideas (13 points)
The paper provides at least two clear examples or pieces of evidence to support each of the ideas presented in the paper (16 points)	The paper provides one clear example or piece of evidence support each of the ideas presented in the paper (14 points)	The paper lacks clear examples and evidence to support the ideas presented in the paper (12 points)	The paper provides no evidence to support the ideas presented in the paper (10 points)
The paper demonstrates outstanding critical thinking <sup>2</sup> (14 points)	The paper demonstrates good critical thinking <sup>2</sup> (12 points)	The paper demonstrates some critical thinking <sup>2</sup> (10 points)	The paper lacks critical thinking <sup>2</sup> (9 points)
<sup>2</sup> “Critical thinking” means not only that the student has articulated an idea or point of view, but that the student can rise above the idea or point of view and evaluate it from various perspectives, consider its pros and cons, its adherence to the evidence presented as well as evidence that might rebut the idea or point of view.			



## **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