

DRAFT!!!!!!!!!!!!!!

ADAM AND EVE IN THEOLOGY AND IMAGE (THEO 086)

Dates: June 6-July 29

Location: This course meets asynchronously online.

Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the Canvas Guide for Students.

Professor: [Theresa Sanders, Ph.D.](#)

Professor Contact Information: sanderst@georgetown.edu

Virtual Office Hours: XXXXXXXX

COURSE DESCRIPTION

This course looks at the story of Adam and Eve, especially as it is found in the Bible's Book of Genesis. It examines the history of Jewish, Christian and non-religious interpretations of the story, as well as contemporary issues related to it. These issues include humans' role in the natural world, the meaning of death, evolution/creationism, moral decision-making, the origins of evil, gender relations, and sexuality.

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify varying interpretive assumptions that readers have made about the biblical text, and recognize one's own assumptions as well
2. Identify words and passages in Genesis 1-3 that lend themselves to a variety of translations and interpretations, and become familiar with a number of those translations
3. Become familiar with the diversity of Christian and Jewish interpretations of the text
4. Understand and articulate varying understandings of the relation between religion and science



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5. Identify manifestations of the story of Adam and Eve in art, poetry, and popular culture, and compare those manifestations to the biblical text itself in a way that demonstrates familiarity with the history of interpretations

COURSE READINGS

REQUIRED: Kvam, Kristen, et al., *Eve and Adam* (Bloomington: Indiana U. Press, 1999), ISBN: 0253212715 An electronic version of this book is available via the [Georgetown University library](#). You will have to log in using your Georgetown University credentials to be able to see it. Other readings will be posted on Canvas.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

Weekly Small Assignments (e.g. Discussion Board posts, online quizzes, total of xxxx points available)	40%
Paper (4-5 pages, double-spaced)	20%
Midterm Exam (5-6 pages, double-spaced)	20%
Final Exam (5-6 pages, double-spaced)	20%

Grading Scheme

94 - 100 % = A
90 - 93 % = A-
87 - 89 % = B+
84 - 86 % = B
80 - 83 % = B-
77 - 79 % = C+
74 - 76 % = C
70 - 73 % = C
67 - 69 % = D+
60 - 66 % = D
Below 60 % = F

COURSE SCHEDULE

This course begins with an Orientation and is divided into **8** modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

ORIENTATION: Opens Monday, May 30

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

MODULE 1: Monday, June 6- Saturday, June 11

Cracking the Binding

Who wrote the story of Genesis? What assumptions do we make when we read it? What are some key issues of translation?

MODULE 2: Sunday, June 12- Saturday, June 18

Reading and Rereading Genesis 1-3

How do translations differ? What difference do the differences make?

MODULE 3: Sunday, June 19-Saturday, June 25

Early Jewish Interpretations

How did early Jewish scholars read the story? What should we make of the story of Lilith, who, according to Jewish legend, was Adam's first wife?

MODULE 4: Sunday, June 26-Saturday, July 2

Early Christian Readings, and Original Sin

How did early Christian scholars read the story? How should we understand the idea of "original sin," which is fundamental to Christian thought?

MODULE 5: Sunday, July 3-Saturday, July 9

Christian Medieval Interpretations, and Eve and the Virgin Mary

How did medieval Christian scholars think about the story? How has their thought influenced contemporary Catholic thought about sex and sexuality? How do both scholars and popular culture compare and contrast Eve with the Virgin Mary?

MODULE 6: Sunday, July 10-Saturday, July 16

The Sistine Chapel, and *Paradise Lost*



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How does art both interpret and change the story of Adam and Eve? Are there really secret messages hidden in the ceiling of the Sistine Chapel? Why did *Paradise Lost* become the most influential literary interpretation of Genesis 2-3?

MODULE 7: Sunday, July 17-Saturday, July 23

The Scopes Trial

Why did Darwin's theory of evolution become so controversial in the early 20th century? Why is it still so controversial today? How should we understand the relation between Genesis 2-3 and science?

MODULE 8: Sunday, July 24-Friday, July 29

Utopias

How do we imagine "perfection"? Why do most contemporary pop-culture presentations of Adam and Eve reject the very idea of a perfect world?

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

In this course we will use the following tools:

- Hypothesis

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and



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tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.

- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time.

[customize if you are not teaching a 3-credit hour, full semester course]

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. **In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.**

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide:

<https://lgbtq.georgetown.edu/resources/transatgu/>

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the General Question Discussion Board Forum **[link to board in the course]**,



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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.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

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. 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.

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [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

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator.

If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician.

More information about reporting options and resources can be found on the Sexual Misconduct Website.

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific

adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Office of the Student Ombuds (OSO)

Confidential | Independent | Impartial | Informal

The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students, including SCS and BGE, on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a University-related issue but don't know where to turn. The OSO is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to safely express your frustrations and concerns.

Request an in-person or zoom appointment with the Student Ombuds by writing studentombuds@georgetown.edu or calling 202-784-1081. The OSO is located in Room 207 of the Reiss Building (across from Arrupe Hall). Find more information at <http://studentombuds.georgetown.edu>.

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown 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](#).



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- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

SCHEDULE OF ASSIGNMENTS

ORIENTATION

I will be holding an OPTIONAL conference call on MONDAY, JUNE 6 for anyone interested. The meeting will be at **7:00 Eastern Time** and will last approximately 30 minutes. The purpose is simply so that we can chat a bit and I can answer any questions or concerns you might have. To join from PC, Mac, Linux, iOS or Android: xxxxxxxxxxxx. Further instructions can be found on the Canvas course page under "Orientation: Live Video Session (Optional)." For help with Zoom conferencing, see <https://uis.georgetown.edu/Zoom>.

Complete the "Orientation" section

1. Watch a short video about your instructor.
2. Introduce yourself on the Discussion Board. (1 point, due Wednesday, June 8, 11:59 pm)
3. Respond to four other people's "Introduce Yourself" posts (4 points, due Saturday, June 11, 11:59 pm)
4. Send Prof. Sanders a paragraph or two about yourself. (1 point, due Saturday, June 11, 11:59 pm)

WEEK 1: Cracking the Binding (Monday, June 6- Saturday, June 11)

Assignments:

1. Watch a short video (5:14 minutes) in which your instructor explains a little about the Bible and shows you how to look up biblical passages. The video contains some built-in quiz questions.
2. Before you begin to read, look at and/or print up the "Journal of Key Passages" that you will use to keep track of how various authors/speakers treat important passages in the text of Genesis 1-3.

You don't have to hand in the journal, but I highly recommend that as you go through the course's readings and watch the required videos, you jot down key ideas and page numbers. The midterm exam will ask you to analyze and evaluate interpretations of the text of Genesis 2-3, so your life will be much easier if you have kept up with note-taking in the journal!

3. Read the assigned texts for this week. Remember to keep notes in your journal of key passages!

- a. T. Sanders, *Approaching Eden*, 11-30
- b. F. K. Just, "A Glossary of Important Terms for Biblical Studies"

Here are the most important terms: Scripture, Canon, Bible, Hebrew Bible, Tanakh, Torah, Pentateuch, New Testament, Genre, Exegesis, Criticism

- c. K. Kvam, *Eve and Adam*, 1-26 (Note: this will take a long time! Don't worry if you don't understand everything, as some parts are pretty technical. Just do the best you can.) (If you're reading an electronic version, read the "General Introduction" and Ch. 1 up to the heading that says "A Garden in Eden").

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4. Submit a short (no more than 150 words) post to your professor in response to something you read in Kvam 1-26. (No one else will see these.) You can write about something that interested you, something that you didn't understand, or maybe something that you disagreed with. If you submit an on-time reasonable response that shows you did the reading, you'll receive full credit (5 points, due Saturday, June 11, 11:59 p.m.).

SUMMARY OF DUE DATES FOR SUBMITTED ASSIGNMENTS FOR WEEK 1

Mon 6	Tues 7	Wed 8	Thurs 9	Fri 10	Sat 11
OPTIONAL Zoom session 7:00p.m. EST		Intro on Discussion Board (11:59 p.m.) (1 point)			Respond to four people on Disc. Board (11:59 p.m.) (4 points)
					Send Prof. Sanders a short paragraph introducing yourself (11:59 p.m.) (1 point)
					Short post on readings (11:59 p.m.) (5 points)

WEEK 2: Reading and Rereading Genesis 1-3 (Sunday, June 12- Saturday, June 18)

Assignments:

1. Read texts
 - a. Read Kvam, *Eve and Adam*, 26-40 (If you're reading an electronic version, the assignment is to complete Chapter 1.) Note: Again, this will take a long time to read. Don't worry if you don't understand everything, as some parts are pretty technical. Just do the best you can. Remember to keep notes in your journal of key passages!
 - b. Read Translations by Alter and Korsak. Remember to keep notes in your journal of key passages!
 - c. Read Jiang, "Rewriting the Biblical Curse on Womankind".
 - d. Read Kvam, *Eve and Adam* pp. 430-44. (If you're reading an electronic version, read from "Phyllis Trible" up to, but not including, "Jouette M. Bassler.") Remember to keep notes in your journal of key passages!
2. Take a Short Quiz: This short quiz isn't just to test your knowledge of the reading, but also to point out some details that you might have missed. You can take it three times, with a 10-minute time limit each time (due Wednesday, June 15, 11:59 p.m., 10 points)
3. Watch two videos (total 21:21) about interpreting Genesis. Each has a few quiz questions embedded in it. Remember to keep notes in your journal of key passages.



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4. Sign up for a passage from Genesis on which you will post “scholarly commentary” (due Wednesday, June 15, 11:59 p.m., 1 point).

5. Post some “scholarly commentary” on your chosen passage. Do the best you can to tell us if there are words that are difficult to translate. Explain if there are varying translations, and explain if there are varying interpretations of the passage. Include references to the reading (that is, give us page numbers). Tell us if there is anything really interesting about the passage, or any questions you have. As long as you complete the assignment on time and show that you did the reading and watched the videos, you’ll receive full credit (10 points, due Saturday, June 18, 11:59 p.m.) This is one place where your “Journal of Key Passages” will come in handy!

6. Next Saturday your first paper is due. If you want to get a headstart on it, watch the children’s video on [Youtube](#). Keep notes on how the cartoon differs from the biblical text!

SUMMARY OF DUE DATES FOR SUBMITTED ASSIGNMENTS

Sun 12	Mon 13	Tues 14	Wed 15	Thurs 16	Fri 17	Sat 18
			Quiz (11:59 p.m. 10 point)			“Scholarly commentary” due 11:59 p.m., 10 points
			Sign up for Genesis passage (11:59 p.m., 1 point)			

WEEK 3: Early Jewish Interpretations (Sunday, June 19- Saturday, June 25)

Assignments:

1. Read the assigned texts for this week. Remember to keep notes in your “Journal of Key Passages!”

Readings:

- a) Handout on Key Terms related to Jewish Interpretations of the Biblical Text
 - b) Ginzberg, The Legends of the Jews (Volume 1, Chapter 2), 49-102. You can read this in several different formats.
 - c) Kvam, 421-30. If you're reading the electronic version, start with "Judith Plaskow" and read up to "Phyllis Trible."
2. Keep notes in your journal.
 3. Watch a video presentation on how Lilith is represented in art and in popular culture (10:21 minutes). Keep notes in your Journal!
 4. Post on a Discussion Board regarding any of this week’s **readings** (not just the video). Your post should be around 100 words, though it might be more (5 points). Your post is due Wednesday, June 22 at 11:59 p.m. As long as you post a reasonable comment that is roughly 100 words and shows that you did the reading, you’ll receive full credit.

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5. Pick ONE difference between the cartoon and the biblical story, and write a short (4-5 page) paper on why that one difference matters. The paper is due **NO LATER THAN Saturday, June 25 at 11:59 P.M. (Eastern Time).**

NOTE: You can submit **one page** (double-spaced) of your essay for feedback. The last date for submitting your work for feedback is Wednesday, June 22 at 5:00 p.m. Eastern Time.

(Worth 20% of total grade) Remember, late work loses 5 points per day.

Commented [1]: Please create an optional assignment so that students can submit their first page if they want to.

SUMMARY OF DUE DATES FOR SUBMITTED ASSIGNMENTS

Sun 19	Mon 20	Tues 21	Wed 22	Thurs 23	Fri 24	Sat 25
			Post on Discussion Board (4 points) Optional: submit one page of paper for review			Paper due 11:59 p.m. (20% of grade)

WEEK 4: Early Christian Readings, and Original Sin (Sunday, June 26-Saturday, July 2)

Assignments:

1. Read the assigned texts for this week.

Readings:

- Kvam, 108-19, 128-55. Note: If you're reading the electronic version, read from "Church Fathers" to the end of the chapter.
- Pagels, 127-150

2. Keep notes in your Journal.

3. Watch a presentation on Original Sin (9:17 minutes) Keep notes in your Journal!

Watch the presentation about the serpent (17:48 minutes) Keep notes in your Journal!

Watch a presentation about the Harrowing of Hell (9:27 minutes) Keep notes in your Journal!

Watch a video about a Harrowing of Hell carving from the Khan Academy (5:18 minutes) Keep notes in your Journal!

4. Submit a post on a Discussion Board no later than **Wednesday, June 29 11:59 pm ET** (2 points) and respond to 3 posts on the Discussion Board no later than **Saturday, July 2, 11:59 pm. ET** (3 points).

5. Take a short quiz and submit it no later than Saturday, July 2, 11:59 p.m. ET (9 points)



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Sun 26	Mon 27	Tues 28	Wed 29	Thurs 30	Fri 1	Sat 2
			Post on Discussion Board (2 points)			Respond to three posts on the Discussion Board (3 points) Review Sheet for the Midterm will become available at 12:01 a.m.

WEEK 5: Christian Medieval Interpretations, and Eve and the Virgin Mary (Sunday, July 3- Saturday, July 9)

Assignments:

1. Read the assigned texts for this week.

Readings:

- a) Jerome: Letters to Eustochium and Demetrias
- b) Warner, 34-67
- c) Kvam 169-72 (that is, Ch. 5 "Christianity" to the end of the section), **AND** 225-48 (that is, "Christianity: Thomas Aquinas," to the end of the chapter).

2. Keep notes in your journal.
3. Watch the presentation on how the Virgin Mary is represented in art (12:47 minutes). Watch a video about Fra Angelico's *Annunciation* (3:39 minutes)

4. **TAKE THE MIDTERM EXAM and submit it NO LATER THAN SATURDAY, JULY 9 AT 11:59 P.M. (Eastern Time).** (Worth 20% of total grade. Remember, late work loses 10 points per day.) The midterm exam will be open-note and open-book. You will choose two hours in which to complete it. I will give you three questions to choose from, and you will answer two of them.



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Sun 3	Mon 4	Tues 5	Wed 6	Thurs 7	Fri 8	Sat 9
		Midterm becomes available at 12:01 a.m.				MIDTERM DUE (20 % of grade)

WEEK 6: The Sistine Chapel, and Paradise Lost (Sunday, July 10- Saturday, July 16)

Assignments:

1. Read the assigned texts for this week.

Readings:

- Steinberg, "Eve's Idle Hand"
- Anderson, 1-20
- Kvam 249-61, 287-304 (Note: This will take a long time to read)

2. Keep notes in your journal.

3. Watch a video about the Sistine Chapel ceiling (6:46 minutes).

Watch a presentation on the Sistine Chapel ceiling (11:56 minutes).

Watch a presentation on *Paradise Lost* (20:57 minutes).

Watch a lecture on *Paradise Lost* from a Yale professor (11:00 minutes).

4. Sign up for a passage of *Paradise Lost* that you will comment on. Sign up by 11:59 pm on Wednesday, July 13 (Eastern time) (1 point)

5. Use the Hypothesis tool to make four comments on *Paradise Lost*. Each comment can be only a few sentences, or you might wish to write more. If you write at least a total of ten sentences, you'll receive full credit (8 points).

Sun 10	Mon 11	Tues 12	Wed 13	Thurs 14	Fri 15	Sat 16
			Sign up for <i>Paradise Lost</i> passage (1 point)			Make four comments on <i>Paradise Lost</i> (8 points)

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WEEK 7: The Scopes Trial (Sunday, July 17- Saturday, July 23)

Assignments:

1. Read:

- a. Tillich 85-102, 110-13
- b. Gould, *Ever Since Darwin*, 11-13

2. Watch:

- a. Two short PBS videos about evolution
- b. Three presentations on the thought of Paul Tillich (total 27:56 minutes).
- c. A clip from the documentary *Questioning Darwin* (15 minutes).
- d. A clip from the documentary *In Search of History: The Scopes Trial* (17 minutes)

3. Post:

Submit a post on a Discussion Board no later than **Wednesday, July 20 11:59 pm** (Eastern time) (2 points). Respond to 3 posts on the Discussion Board no later than **Saturday, July 23, 11:59 pm**. (Eastern time) (3 points).

Sun 17	Mon 18	Tues 19	Wed 20	Thurs 21	Fri 22	Sat 23
			Post two comments on Discussion Board (2 points) by 11:59 pm (Eastern time)			Respond to at least three posts on the Discussion Board by 11:59 pm (Eastern time) (3 points) Review Sheet for the Final exam will become available at 11:59 p.m. Eastern time.



Syllabus

WEEK 8: Utopias (Sunday, July 24- Friday, July 29)

Learning Objectives:

- Become familiar with a variety of utopian movements founded in Genesis 1-3
- Understand how the movie *Pleasantville* incorporates and comments on Genesis 1-3

Assignments:

1. Read the assigned texts for this week.

Readings:

- Sanders *Approaching Eden* 171-90
- Mercadante, “The God Behind the Screen”
- Viewer’s Guide to *Pleasantville*

2. Watch a very short (1:57) video presentation about the movie *Pleasantville*.

3. Watch the movie *Pleasantville*.

4. TAKE THE FINAL EXAM and submit it NO LATER THAN FRIDAY, JULY 27 AT 11:59

P.M. (Eastern Time). **(Worth 20% of total grade) Remember: Late work loses 10 points per day.** Like the midterm, the final exam will be open-book and will last two hours. It will presume knowledge from the first part of the class but will focus primarily on the second part of the class. It will consist of three or four short essays chosen from options that I will present to you.

Sun 24	Mon 25	Tues 26	Wed 27	Thurs 28	Fri 29
					Final exam due no later than 11:59 p.m. Eastern time.

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COURSE GRADING

SMALL ASSIGNMENTS

Grades for the "small assignments" category are determined primarily according to the timeliness of their completion.

- **Full Credit:** Fully completed on time. For example, if an assignment asks for four Discussion Board posts by a certain date, all four would have to be completed by that date.
- **Partial Credit:** Partially completed, or fully completed but late. Late work will lose 50% per day. For example, a quiz worth 10 points will receive a maximum of 5 points after the first day late and a maximum of 2.5 points after the second day late.

PAPER

Late papers will lose 5% per day for each day late. For example, the maximum grade on a paper turned in one day late will be 95%. A paper turned in two days late can earn a maximum grade of 90%.

Here are the grading standards for the required paper.

A/A- Paper

- 1) Contains all of the following:
 - Identifies five genuine differences between the children's versions of the Adam and Eve story and the biblical text.
 - Explains why one of those differences is important.
- 2) Contains a thesis sentence with focus, direction and clarity that shows original and significant thinking
- 3) Shows evidence of mastery of all course readings related to the paper's thesis



Syllabus

- Identifies which portions of the assigned reading/viewing connect most directly to your argument
- Correctly represents the viewpoints and arguments of those readings/videos
- Makes coherent connections between the course material and the paper's own ideas
- Gives proper credit to all sources
- Puts all quotations in quotation marks
- Gives the correct source of all quotations
- Gives proper source for all material that is paraphrased

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

- 4) Supports thesis with paragraphs that contain strong, clear topic sentences
- 5) Shows logical and in-depth development of overall idea
- 6) Shows awareness of potential weaknesses in the thesis
 - Includes a section in which the essay entertains potential objections to the paper's thesis
 - Responds honestly and in-depth to those potential objections
- 7) Contains no serious mechanical errors (such as fragments, run-on sentences, comma splices, problems with subject-verb agreement and antecedent-pronoun agreement)
- 8) Contains no uncorrected typographical errors
- 9) Contains a conclusion emphasizing the thesis
- 10) Has a sense of style: sophisticated and varied sentence structure

B/B+/B- Paper

- 1) Might lack one or more of the main elements of the paper, which are
 - five genuine differences between the children's versions of the Adam and Eve story and the biblical text.
 - an explanation of why one of those differences is important.
- 2) Will contain a good thesis but one with less focus, direction or clarity, or that shows less significant/original thinking
- 3) Might leave out reference to a reading or video that relates directly to the paper's thesis; or misrepresents the view of one or more of those readings/videos; or doesn't demonstrate clearly the relation between the course material and the paper's own thesis



Syllabus

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

- 4) Contains paragraphs without clear topic sentences or with topic sentences that don't directly support the paper's thesis
- 5) Provides only superficial analysis of the thesis, rather than probing it in depth
- 6) Does not entertain potential objections to the thesis, or dismisses those objections without offering a reasoned and convincing rebuttal
- 7) Contains one of more serious mechanical errors
- 8) Includes uncorrected typographical errors
- 9) Lacks a strong conclusion
- 10) Lacks varied sentence structure or contains unclear or awkward sentences

C/C+/C- Paper

- 1) Might lack one or more of the main elements of the paper, which are
 - five genuine differences between the children's versions of the Adam and Eve story and the biblical text.
 - an explanation of why one of those differences is important.
- 2) Might lack a thesis
- 3) Might leave out more than one reference to a reading or video that relates directly to the paper's thesis; or seriously misrepresents the view of one or more of elements of the course material; or doesn't demonstrate clearly the relation between the course material and the paper's own thesis

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

- 4) Contains several paragraphs with no clear topic sentences or with topic sentences that don't directly support the paper's thesis
- 5) Provides only superficial analysis of the thesis, rather than probing it in depth
- 6) Does not entertain potential objections to the thesis, or dismisses those objections without offering a reasoned and convincing rebuttal

- 7) Contains several serious mechanical errors
- 8) Includes several uncorrected typographical errors
- 9) Lacks a conclusion
- 10) Contains several unclear or awkward sentences

EXAMS

Late midterm and final exams will lose 10% for each day late. For example, the maximum grade on a midterm or final exam turned in one day late will be 90%. A midterm or final turned in two days late can earn a maximum grade of 80%.

Here are the grading standards for the midterm and final exams.

A/A- Exams will

- 1) Fully answer all required parts of the exam
 - Answer the full number of required questions
 - Respond to each part of each required question
 - Meet the page requirements for the exam
- 2) Demonstrate mastery of all required course reading/viewing
 - Identify which portions of the assigned course material connect most directly to the exam questions
 - Correctly represent the viewpoints and arguments of the course material
 - Make coherent connections between the course material and the exam questions
- 3) Give proper credit to all sources
 - Put all quotations in quotation marks
 - Give the correct sources of all quotations
 - Give proper sources for all material that is paraphrased

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

- 4) Support answers with paragraphs that contain strong, clear topic sentences
- 5) Show logical and in-depth development of ideas
- 6) Contain no serious mechanical errors (such as fragments, run-on sentences, comma splices, problems with subject-verb agreement and antecedent-pronoun agreement)

7) Contain no uncorrected typographical errors

B/B+/B- Exams

1) Might answer less-than fully all required parts of the exam

- Will answer the full number of required questions
- Might not respond fully to each part of each required question
- Might fail to meet the minimum page requirement for the exam

2) Will demonstrate facility with but not mastery of all required course reading/viewing

- Might leave out reference to a portion of the assigned reading/viewing that connects directly to the exam question
- Might incorrectly represent the viewpoints or arguments of the course material
- Might not make coherent connections between the course material and the exam questions

3) Might fail to give proper credit to all sources

- Might neglect to put all quotations in quotation marks
- Might give an incorrect source for a quotation
- Might fail to give proper sources for all material that is paraphrased

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

4) Might contain paragraphs that do not have strong, clear topic sentences

5) Might lack logical or in-depth development of ideas

6) Might contain serious mechanical errors (such as fragments, run-on sentences, comma splices, problems with subject-verb agreement and antecedent-pronoun agreement)

7) Might contain uncorrected typographical errors

C/C+/C- Exams

1) Do not fully answer all required parts of the exam

- Might fail to respond to each part of each required question
- Might fail to meet the minimum required length for the exam

2) Do not demonstrate either mastery of or facility with all required course reading/viewing



Syllabus

- Might leave out reference to several portions of the course material that connect directly to the exam question
- Might incorrectly represent the viewpoints or arguments of the course material
- Might not make coherent connections between the course material and the exam questions

3) Might fail to give proper credit to all sources

- Might neglect to put all quotations in quotation marks
- Might give incorrect sources for quotations
- Might fail to give proper sources for all material that is paraphrased

NOTE: Failure to put all quotations in quotation marks, or to give proper attribution for material that is quoted or paraphrased, is a violation of the Georgetown Honor Code.

4) Might contain several paragraphs that do not have strong, clear topic sentences

5) Might lack logical or in-depth development of overall idea

6) Might contain several serious mechanical errors (such as fragments, run-on sentences, comma splices, problems with subject-verb agreement and antecedent-pronoun agreement)

7) Might contain several uncorrected typographical errors