**Upper-division Writing Requirement Review Form** (12/1/08)

### I. General Education Review - Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>English</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>ENLT 325</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course(s) Title</td>
<td>Studies in Literature and Other Disciplines: The Bible as Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of the requirement if it is not a single course**

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Robert Baker</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-6973</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Casey Charles</td>
<td></td>
</tr>
</tbody>
</table>

### III. Overview of the Course Purpose/Description

This course is a study of the Christian Bible as a work of literature. This requires, first of all, a study of the way the Christian Bible was formed through a re-ordering of, and an addition of new texts to, an older collection of sacred Hebrew texts known in their original order as the Hebrew Bible.

The purpose of the course is not to engage in “I do or don’t believe” debates concerning what the Bible has to say about God, the universe, humankind, language, morality, history, or any number of other matters. It is to study, rather, what it would mean to inhabit the different perspective that the writers of the Bible develop concerning these matters: perspectives that are themselves as various and contradictory as the ways in which different people throughout history have inhabited, revised, contested, or in some fashion engaged them. We make an effort to clarify what these perspectives are. Our approach, then, is guided by the methods of contemporary religious studies and contemporary literary hermeneutics. We variously turn our attention to the historical composition of the biblical texts, to a range of stories presented in these texts, and to the larger mythic and figurative patterns at work in the Bible as a whole.

### IV. Learning Outcomes:

Explain how each of the following learning outcomes will be achieved.
<table>
<thead>
<tr>
<th>Student learning outcomes: Identify and pursue more sophisticated questions for academic inquiry</th>
<th>Students are required to read substantial portions of the Bible and to think about it from historical, religious, mythopoetic, and literary perspectives that are on the whole unfamiliar to them. They write two short papers, take one substantive quiz or exam, and write one long paper. They are expected to draw on and further develop the practices of close reading and careful writing that they have acquired in their previous English courses. Their final paper for the course is a sustained essay in literary criticism of some portion of a book notoriously difficult to “place” in solely one context (mythic, historical, literary, or what have you). We all learn through doing and, to no small extent, through individually inflected imitation. The relative sophistication of a university course does depend on the relative knowledge, imagination, articulateness, and engagement of the professor teaching it. But the professor is a guide. Ideally, everyone in the class enters into the thinking through of the issues at stake there, an activity that, as Northrop Frye has put it, requires practice and ultimately carries its own authority.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>The two secondary texts required for the course are written from entirely different perspectives: one is historicist and analytical, concerned with the composition of the Bible; the other is literary-critical and well-nigh mythopoetic, concerned with the way the Bible explores what used to be called the human condition. Students are encouraged to undertake whatever further research they can find time for. I should note that the readings in the primary text for this course are very demanding.</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>There are at least three distinct theological, political, and moral “authorial strands” in the book of Genesis alone. The voices or perspectives at work in the whole Christian Bible—a collection of texts composed over a period of about a thousand years—are of a vast range. Students indeed have to deepen their ability to deal with multiple perspectives at once.</td>
</tr>
</tbody>
</table>
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

Students on the whole are expected to work within the framework of a “literary critical” conversation. But a study of the Bible, of course, demands that one think about audience, about the relationship between address and audience, all the time.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

All good writing, as the saying goes, is rewriting. Students are expected to hand in polished (carefully revised) work. They received detailed comments on all their papers, including corrections at the level of line-editing. They have the option of rewriting one of the short papers.

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

This is a requirement for all written work in the course. Students at this level are expected to have a familiarity with the basic conventions in the field.

Develop competence in information technology and digital literacy

Students are encouraged to track down resources, use the library, find materials relevant to their particular interests, and so forth.

V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>X</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are no simple tools or programs for this sort of learning. My belief is that students learn how to write well by travelling a long road of passion, curiosity, patience, and, above
all, practice: the “doing” of the fulfilling work of reading, thinking, engaging in dialogue, and writing, again and again, over and over, from different perspectives, while receiving detailed responses from teachers who think this whole process genuinely matters.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Yes □ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision is a fundamental part of writing well. It is required of my students in lower-level courses. At this level I certainly want students to be thinking about it, but I also want them to have to take up new tasks along the way, including a long final essay. Thus there is not a required “rewrite assignment” in this course. Yet students are very much expected to bring into their work what they learn through the whole back-and-forth of the course: one paper, my detailed response (from the level of sentence structure and mode of address to the level of argument and imaginative horizon), another paper, and so on.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Yes X No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. These issues are brought into the course, in a roomy way, with an early introductory sketch of the history of biblical scholarship. The two secondary texts for the course, further, provide students with a sense of what serious scholarship is all about. Students themselves, to be sure, are not expected to do scholarly work at this level: the focus of the course is on careful, thoughtful, imaginative engagements with the primary text. So students in this course, like all of us all the time, have to find their way along multiple paths at once, working on a specific projects while bearing in mind other possibilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Graded Assignments</td>
<td>One or two quizzes (usually one exam-like long quiz). Two short papers of 5-7 pages. One final paper of 10-15 pages. The grade for the course is largely determined on the basis of these assignments.</td>
</tr>
<tr>
<td>Informal Ungraded Assignments</td>
<td>My guess is that “informal ungraded assignment” here refers to written work that is done in class, or in cyberspace, or in a journal, or to individual and group presentations in class. There are no assignments of this sort in</td>
</tr>
</tbody>
</table>
this course. For fifteen weeks we meet to discuss as a group what we have read. Students are expected to read all the assigned texts—this is a great deal of reading—and to come to class alert and prepared for discussion.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.

**ENLT 325.01**  
**The Bible as Literature**

Fall 2006  
TR 12:40 – 2:00  
LA 308  

Robert Baker (243-6973 / 543-1045)  
Office Hours: TR 2:00-4:00, F 1:30-3:00 and by appointment (LA 219)

In this course we will study the Christian Bible as a work of literature. This will require, among other things, that we study the way the Christian Bible was formed through a re-ordering of, and an addition of new texts to, an older collection of sacred Hebrew texts known in their original order as the Hebrew Bible.

We will not devote our time in this course to “I do or don’t believe” debates regarding what the Bible has to say about God, the universe, humankind, language, morality, history, or any number of other matters. We will concentrate, rather, on what it would mean to inhabit the different understandings or perspectives that the writers of the Bible develop concerning these matters: perspectives that are themselves as various and contradictory as the ways in which different people throughout history have inhabited, revised, contested, or in some fashion engaged them. We will make an effort to clarify just what these perspectives are. Our approach, then, will be guided by the methods of contemporary religious studies and contemporary literary hermeneutics. We will variously turn our attention to the historical composition of the biblical texts, to a range of stories presented in these texts, and to the larger mythic and figurative patterns at work in the Bible as a whole.

Course Requirements:

- Regular attendance
- Careful reading of all the assigned texts
- One exam or long quiz
- Two short papers (5-7 pages)
- One longer final paper (10-15 pages)

Required Texts:

- Tanakh: The Holy Sciptures (a translation of the Hebrew Bible)
- The New Oxford Annotated Bible (a translation of the Christian Bible)
- Richard Elliott Friedman, *Who Wrote the Bible?*
- Northrop Frye, *The Great Code: The Bible and Literature*
Map of Course:

None of this is fixed in stone: there may be changes as we move along.

T AUG 29: General Introduction
R AUG 30: Introduction to the Hebrew Bible and the Christian Old Testament

Friedman, *Who Wrote the Bible*, pp. 9-88 (try to read the rest of this book by R SEPT 21 or 28)

T SEPT 5: Genesis 1-11

Psalms 74, 89, 104; Isaiah 51.9-11; Ezekiel 28.11-19

R SEPT 7: Genesis 1-11, 12-50

T SEPT 12: Genesis 12-50

R SEPT 14: Exodus

Friedman, *Who Wrote the Bible*, pp. 89-149

T SEPT 19: Exodus, Leviticus 19, Numbers 11-14, Deuteronomy 1-6, 29-34, Joshua 1-8

R SEPT 21: Exodus, Leviticus 19, Numbers 11-14, Deuteronomy 1-6, 29-34, Joshua 1-8

Friedman, *Who Wrote the Bible*, pp. 150-245

T SEPT 26: 1 Samuel, 2 Samuel (concentrate on 2 Samuel 9-20 through 1 Kings 1-2)

*** Paper I Due ***

R SEPT 28: 1 Kings, 2 Kings (concentrate on 2 Samuel 9-20 through 1 Kings 1-2 and on 2 Kings 22-25)

T OCT 3: Amos, First Isaiah (1-39)

R OCT 5: First Isaiah (1-39)

T OCT 10: Jeremiah

Optional (if you have time): selections from Ezekiel (1-6, 11, 18, 28, 34-37, 40, 47.1-12)

R OCT 12: Second Isaiah (40-55) and Third Isaiah (56-66)

Optional (if you have time): Jonah
T OCT 17:  Psalms (1, 2, 6, 8, 19, 22, 23, 33, 34, 40, 42, 43, 51, 55, 69, 74, 77, 78, 89, 90, 102, 104, 130, 136, 137, 139, 150)

Song of Songs / Song of Solomon

R OCT 19:  Job

T OCT 24:  Job

R OCT 26:  Transition:  Intertestamental or Late Second Temple Judaism
The Hellenistic World

Donald Harmon Akenson, *Surpassing Wonder*, pp. 133-70 (handout)

T OCT 31:  Guenter Stemberger, “The Formation of Rabbinic Judaism, 70-640 CE” (handout)

Introduction to the New Testament

(try to read these chapters by T NOV 7: you might want to start reading them a few weeks earlier)

R NOV 2:  Mark

*** Paper II Due ***

T NOV 7:  Election Day

R NOV 9:  Mark, Matthew

T NOV 14:  Luke


T NOV 21:  First Letter to the Thessalonians, Letter to the Galatians, Letter to the Philippians

R NOV 23:  Thanksgiving

T NOV 28:  Letter to the Galatians, First Letter to the Corinthians, Second Letter to the Corinthians

R NOV 30:  Letter to the Romans

T DEC 5:  John, Letters of John

Optional (if you have time): Letter to the Hebrews (a non-Pauline letter)

R DEC 7:  Revelation

*** Paper III Due ***