

The English Bible as Literature
Religious Studies 311
Fall Semester 2021
308 Presidents Hall and via ZOOM
Tuesday 3:30-6
—Subject to Revision—

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Course Description

This course offers a critical study of the Hebrew Bible (*TANAKH*) and the Christian Bible as distinct but related literary and theological traditions. Stories will be examined in relation to their literary, cultural, and historical contexts. Emphasis will be placed on narratives and especially the literary qualities of the texts: the uses of symbol, metaphor, repetition; typology and myth; dialogue, narrative technique, and type-scenes; and above all, the relationships among texts. Other approaches to the study of the Bible will also be encouraged and explored during the semester.

Goals of the course include:

- 1] an appreciation for the significance of *TANAKH* as a literary and theological tradition
- 2] an understanding of how the Christian Bible is constructed
- 3] an understanding of the literary and theological relationship between the Old Testament and the New Testament
- 4] greater familiarity with some of the stories that have provided the foundation upon which Western Civilization has been constructed
- 5] the ability to engage Biblical texts as cultural artifacts, works of literature, and defining texts for various communities
- 6] the ability to demonstrate this engagement in well-written essays, written exercises, and in-class discussion.

Course Requirements

This course is limited to 15 participants. Religious Studies 311 will be conducted primarily as an advanced undergraduate seminar with occasional lectures by the instructor (mostly available online, though pontification may occur on occasion in the live or live-feed environment). Each participant will contribute actively to the on-going, in-class conversation. Written work will include one 5-page paper (to be critiqued, graded, and returned by the instructor well before mid-semester); one 2-3 pages proposal for the final essay; and one 7-10 pages term paper—which may be a research paper, a work of literary criticism, or a specialized academic essay. Final grades will be comprised of these factors: Class Participation: 25% [general participation plus 10% for brief written responses and 5% for final paper discussion]; Shorter Essay: 30%; Prospectus: 5%; Final Essay: 40%.

Grading Scale

A+	980 – 1000	C+	775 – 799
A	930 – 979	C	730 – 774
A-	900 – 929	C-	700 – 729
B+	875 – 899	D+	675 – 699
B	830 – 874	D	630 – 674
B-	800 – 829	D-	600 – 629

WRITING PROFICIENCY IS REQUIRED FOR A PASSING GRADE IN THIS "W-DESIGNATED" COURSE. Papers will be evaluated according to the standards of excellence established in the first-year sequence of composition classes at the University of Alabama. You are encouraged to discuss writing issues with me during my office hours and by appointment. Additional recommended resources include the University's Writing Center and the *MLA Handbook for Writers of Research Papers, 8th Edition* (2016).

Attendance Policy

Given the covidious state of affairs we are experiencing, attendance will not be a prohibitive factor in relation to the final grade. However, frequent absence unrelated to illness or lesser contingencies will factor into the overall assessment of class participation.

Class discussions are central to how this course will proceed. Please come to class with written comments and questions that you would like us to pursue together. Good class discussion is a sustained, wide-ranging-yet-focused, fun and exhilarating inquiry. It increases in quality and intensity as the semester progresses. Participation involves attentive listening as well as talking. We have a great deal to learn from each other. Listen respectfully to your colleagues; respond to their questions; build upon their comments.

Additional Logistical Concerns

UA Policies

Academic Honor Code: All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline.

Code of Academic Conduct: Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity: cheating, plagiarism, fabrication, and misrepresentation.

See the Student Handbook for further details.

Compliance with the Americans with Disabilities Act: In keeping with its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services conducted or sponsored by the University. See the Office of Disability Services web site for more information.

Health and Safety under Threat of Plague

All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode of instruction or schedule of instruction at any time, based upon prevailing public health and other guidance. While the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at studentaccounts.ua.edu and financialaid.ua.edu.

UA students, faculty and staff are required to comply with [UA System Comprehensive Health and Safety Task Force](#) guidance regarding social distancing, face coverings and other measures.

Getting vaccinated is the best way to [protect yourself and our herd](#). COVID-19 vaccines are being administered by the [University Medical Center, the Student Health Center](#) and various businesses and healthcare providers. Students who [report proof of their vaccination status](#) will receive Bama Cash as a thank you gift for doing their part.

Required Text

1] *The HarperCollins Study Bible: New Revised Standard Version* (New York: HarperCollins, 2006). NOTE: please purchase this Bible even if you own another one. The annotations and essays contained in this volume will be important for our work together.

2] A miscellany of pdfs to be posted on Blackboard.

Recommended Texts

1] Robert Alter, *The Art of Biblical Narrative* (New York: Basic, 1981).

2] Northrop Frye, *The Great Code: The Bible and Literature* (New York: Harcourt Brace Jovanovich, 1982; or New York: Mariner Books, 2002).

The English Bible as Literature
Tentative Course Calendar

Aug 24 Introductions + Genesis

<https://www.youtube.com/watch?v=KOUV7mWDI34>
<https://www.youtube.com/watch?v=F4isSyennFo>

Aug 31 Genesis

Sept 7 Genesis

Sept 14 Lecture: The Structure of the Bible and TANAKH

https://www.youtube.com/watch?v=ALsluAKBZ-c&feature=emb_rel_pause

Sept 21 Exodus to Deuteronomy

Sept 28 Elijah and Elisha in the Context of Kings

FIRST PAPER DUE

Oct 5 Ruth and Esther

Oct 12 Jonah and Malachi

Oct 19 New Testament Introduction (and Mark)

Oct 26 Mark

Nov 3 Prospectus Conferences via Zoom

Nov 9 Revelation (and Daniel)

Nov 16 No Class: Writing

Nov 23 THANKSGIVING BREAK

Nov 30 Reports on Research

FINAL PAPER DUE ON OR BEFORE NOVEMBER 30, the last day of class. If you need additional time to complete the final essay, please let me know by November 23.

The English Bible as Literature
ASSIGNMENT GUIDELINES

A. Written Assignments

There are four types of writing assignments for this class.

1] Short Essay DUE SEPTEMBER 28

One 5-7 page TYPED papers must be submitted. This essay may pursue a theme of your choice. It may center on the Book of Genesis, or it may relate themes that occur in Genesis to any of the subsequent books of the Hebrew Bible. For example, one might take the theme slavery as it appears in Genesis under the direction of Joseph, consider the consequences of the slave state for Moses and his generation, then consider slavery as it appears during the rule of Solomon. A list of possible topics within Genesis is appended to this document, but feel free to devise your own topic.

2] Prospectus DUE OCTOBER 19

This two-page TYPED assignment should describe: 1) what you plan to do for the final paper; 2) why you chose this particular topic; 3) why this topic matters to you personally; 4) what resources you intend to use in addition to the required texts; and 5) what aspects of the required texts are most helpful to your paper. **An in-person or on-line meeting to discuss the prospectus must take place during the week of OCTOBER 19.**

3] The Final Paper DUE DECEMBER 2

The final paper is your response to issues, ideas, problems, solutions, etc., that the course materials and your own research present to you. Topics for the final paper might involve (but are not limited to): theological or literary themes; significant or "insignificant" (matriarchs, prophets, kings, the unnamed) characters in the Bible; uses of the Hebrew Bible in the New Testament; the role of women; relationships among canonical or non-canonical gospels; the eschatological trajectories of biblical narrative, etc. Careful attention should be given to the choice of a topic in conversation with other members of the class and with the instructor.

4] Brief Reading and Discussion Responses DUE AT INTERVALS THROUGHOUT

At random moments throughout the semester, you will be asked to comment upon various readings from the Bible with particular reference to their inter-relationships. These brief compositions, to be submitted on BlackBoard within 24 hours of the pertinent class meeting, will explore such matters as: Who are the characters in a particular story and why are they important? What happened? Where did the events occur? Why does this story matter? What problems does the story pose or resolve? How and where are the concerns of this story developed elsewhere in the canon?

B. General Notes on Written Work

- * All writing except for the response papers should be TYPED and double spaced.
- * Recommended fonts include Times New Roman, Bookman, and Century Schoolbook.
- * Type size should be 12.

- * Margins on the paper should be 1 to 1 1/2 inches on the sides and 1 inch at the top and bottom.
- * Papers longer than one page in length should have page numbers.
- * A cover sheet should be the first page of any extended writing (Short Essay; Prospectus; Final Essay). It should contain the following information:

- 1) title of paper
- 2) your name
- 3) the date
- 4) the course name and number
- 5) the professor

For example, *in the middle of the page*:

Worse Off Ruthless:
The Significance of the Book of Ruth
in Relation to Biblical Canon

and *in the lower right corner of the page*:

Terri Mysteria
November 30, 2021
REL 311: The English Bible
Professor Trost

- * Papers with more than six spelling or grammar errors will be returned for revision prior to evaluation. Please use the spellcheck function on the computer and review your work to make certain that properly spelled words are in fact the words you intend to use (for example: be careful about the difference between "there" and "their" or "its" and "it's").
- * Papers with major construction problems will be returned for revision prior to evaluation. At the very least, make certain that your sentences are complete sentences (they have a subject and a verb) and that they express one (but not more than one) complete thought. There should be no run-on sentences.
- * If you have writing composition issues, questions, or concerns, you should consult one of the specialists at the Writing Center on the third floor of Lloyd Hall (room 322); available online for the duration of the Quarantine at: <https://writingcenter.ua.edu/>. Your tuition pays for this kind of assistance.

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Religious Studies 311
Writing Assignment # 1 SOME EXAMPLES

Options for the first paper.

Please note: the following suggestions hint at areas that you might explore in your first paper. They have not been refined into topics with a clear focus and an enticing thesis (argument, idea, point). You don't have to say everything you know about your subject. This is a 5-7 page paper (no fewer than 4 complete pages, double-spaced and TYPED; no more than 7 pages; 12-point font). Moreover, it is an essay—from the French, essayer, thus—an attempt to explore a particular insight with no pretense of comprehensiveness (save that for a thesis or dissertation).

- 1] What does the story of disobedience in Eden tell us about the Hebrew Bible understanding of sin? How is this story related to other tales of disobedience in the Primordial Story (Genesis 1-11), especially the Tower of Babel? Why is the Tower of Babel both a fitting end to the first part of Genesis and introduction to the rest of the book?
- 2] Compare and contrast the understanding of God in Genesis 1.1-2.4a with the understanding of God in 2.4b-25. How do these seemingly different understandings of God develop in select stories throughout the rest of the book? Another way to explore this matter would be to discuss the "development" of God's character in Genesis or to argue from particular stories that conflicting views of God are presented throughout Genesis.
- 3] The Primeval Story as a whole implies that God created the world by subduing and shaping the waters of chaos. Later, humankind rebelled against God and contaminated the world. After an attempt to start over, even the "new" world of Noah was sinful. Why did God continue to start over in an effort (seemingly) to fashion a perfect world? What kind of a God is this? And what do these stories say about the nature of human beings?
- 4] Compare and contrast the accounts of God's covenant with Abraham in 13.14, 15.17, and 17.1. How does the covenant with Abraham differ from the covenant with Noah? How do the covenants with God compare with the covenants human beings make with each other throughout Genesis? What is the significance of "covenant" in the book of Genesis?
- 5] What do the stories about the "matriarchs" reveal about the social role of women in the ancestral period? How does the sociology of women in that time compare with your understanding of the role of women today?
- 6] The retelling of the stories about the patriarchs and matriarchs is a way of telling the story about the nation of Israel or the Jewish people. What episodes in the Ancestral Story reveal most clearly the character of the Israelites? How is storytelling used today to establish and/or explore personal and national identity?

- 7] Explore the nuances of stories that appear, on the surface, to be the same. For example, the stories about Sarah and the Pharaoh (12.14), Sarah and Abimelek (20.10), and Rebekah and Abimelek (26.6) or the stories about meetings at the well that lead to marriage (Rebekah, Rachel). What are the differences from story to story and how do these differences function to advance the Genesis narrative?
- 8] Paying close attention to what is and is not said in Genesis 22, imagine a meeting around the family table after the Moriah escapade. How does Abraham explain the adventure to Sarah? What is her sense of the matter? What does Isaac have to say to his parents? There are many ways this assignment could be played out. Another option would be this: Having heard (and described in brief outline) Abraham's excuse for his day-long absence, compose Sarah's response to Abraham.
- 9] In as much detail as possible, describe in narrative form (i.e., retell, do not simply quote) the history of tension between Esau and Jacob. With this history in mind discuss Jacob's strategy to "appease" Esau as it is told in Genesis 32 and 33. How is this story related to (or interrelated with) other portraits of family relations in Genesis?
- 10] Tell the story of Genesis 34 ("The Rape of Dinah") from the perspectives of Shechem, Dinah, Tamar, Jacob, and the brothers. What loose ends, ambiguities, and tensions linger in the story as recorded in Genesis? If you were writing the sequel to this event, what would happen?
- 11] Relate the story of Judah and Tamar to the larger theme of male-female relationships as they are represented in Genesis. What are these themes? Are they resolved satisfactorily in Genesis? Carefully choose at least three other examples for your comparison.
- 12] Discuss the relationship among brothers in the Genesis account. What resolution does the Joseph story bring to the theme of sibling rivalry? What other stories contribute to the development of this theme?