

Brescia University College
Religious Studies 2216F Summer 2018

Women and the Bible

This class meets Mondays and Wednesdays, from 9 am to noon, May 14th to June 22nd

Location: BR 303 Instructor: Dr. S. Kappler

Please contact me through the course site on OWL

Course Description:

The Bible has been both a source for oppression for women and a resource for courage and commitment. How is this so? This course addresses that question through its survey of the portrayal of women in the Hebrew and Christian scriptures. We examine, for example, the stories of creation and fall in Genesis, female protagonists, stereotypical representations of women and their roles, the women around Jesus, Paul's views on women, and the multi-faceted use of female imagery. We consider also the way that the Bible has been used historically to define and often confine women, and how contemporary theologians, writers and artists have reinterpreted biblical stories.

Prerequisite: A 1020-level Religious Studies Course, or Women's Studies 1020E, or permission of the Department. 3 hours. 0.5 course.

Course Requirements:

participation	10%	two response papers	15%
class animation & paper	15%	creative project & presentation	25%
final exam	35%		

Required Texts:

Ogden Bellis, Alice. *Helpmates, Harlots and Heroes: Women's Stories in the Hebrew Bible*, Second Edition. Louisville: Westminster/John Knox Press, 2007.

Any recent scholarly edition of the bible, such as The New American Bible, The New English Bible, The New Revised Standard Version, The New Jerusalem Bible. No paraphrases, please.

A link to an on-line New Revised Standard Version can be found on OWL.

Description of Requirements:

Participation (10%)

The course is set up as a forum for discussion and interaction among us. It assumes a collaborative, participatory model of learning, whereby we all contribute to each other's understanding of the material under consideration.

Evaluation of your participation will be based on your attendance at class; frequency and clarity of your oral contributions (i.e., are you making an effort to contribute to class discussions? Is it evident that you have prepared for class?); and knowledge of the reading material and your ability to grasp its central themes (i.e., how carefully and critically did you read?).

Response Papers (15%)

These two papers are 3-4 page responses to assigned readings. While you must include a brief summary, your reflection must also show your **interaction** with the readings. Such interaction may include questions or challenges raised by the author and/or your own questions and challenges arising from the readings. Focus on one reading, and use other readings, class discussions, and your own experience to put that reading into perspective.

A typical response will follow this pattern:

- A summary of the reading you chose. What is the main point of the reading? What evidence or argument does the author offer to support it?
- Some analysis of how other readings and class discussions relate to your central reading.
- What is your understanding of the issue? What new things did you learn? What questions or issues were raised for you by the readings?
- Concluding remarks
- a Works Cited page

1st paper due on or before – M. 28th May

2nd paper due on or before – W. 13th June

Class Animation & Response Paper (15%)

This assignment requires the writing of a response paper to a particular reading, as described above, and leading a class discussion on that reading (approximately 20 minutes). The purpose is to highlight significant aspects of the reading and facilitate further thinking and discussion about it among class participants. Please sign-up for a reading in consultation with the Instructor early in the course. Feel free to approach this task creatively, as in including an activity related to the topic.

Leading the discussion does not simply entail a reading of your response paper and posing questions to classmates. Please give a general overview of the content of the article you have chosen, then provide the class copies of a page on which you have summarized 4 or 5 significant issues addressed in the article. These will constitute the points to be discussed. It will help focus the discussion if you provide some direct quotations from the article.

This paper is due the day we address the reading you choose.

Creative Project and Presentation (25%)

This assignment is designed to encourage you to become involved in the course material in an imaginative way. Having analyzed and reflected upon any character or theme presented in the course, provide your own creative expression of it in relationship to your own personal experience or to the issues confronting women today. You may choose as a form of expression just about anything which strikes your imagination (poetry, diaries – such as one “belonging” to one of the women studied – short stories, paintings, photographs, film, dance, music, needlework etc.,) but your work must clearly reflect analysis, integration, and creativity. Include as part of your assignment a four to six page explication of it, including, as appropriate, your assignment’s relationship to the course material, your reasons for choosing this particular subject and form of expression, the meaning of any symbols you have incorporated, etc.

Final Exam (35%) in the exam period: 25th & 26th June

Short answers and essays. The use of electronic devices is not permitted at the final exam.

Instructional Objectives:

Upon successful completion of this course, students will be able to:

- a) Identify a variety of Biblical texts that have women as a focus.
- b) Discuss the various ways in which these texts have been interpreted: traditional perspectives, literary analysis; liberation perspectives, etc.
- c) Identify major critical issues in the interpretation of biblical literature relating to women.
- d) Explore questions and challenges posed by contemporary scholarship in the areas of biblical studies and gender roles.
- e) Analyse and explain the ambivalence toward women in Jewish and Christian teaching.
- f) Assess the importance of the recovery of women's presence and status in biblical texts.
- g) Respond creatively and imaginatively to biblical issues.

Brescia Competencies

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. They are:

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|-------------------------|------------------------------------|
| 1. Communication | 5.Self-Awareness and Development |
| 2. Critical Thinking | 6. Social Awareness and Engagement |
| 3. Inquiry and Analysis | 7. Valuing |
| 4. Problem Solving | |

from: <http://brescia.uwo.ca/academics/brescia-competencies/>

Component	Timing	Brescia Competencies	Course Learning Outcomes	Weight
participation	term	1, 2, 3, 6	b, c, d, e, f.	25%
response papers	term	1, 2, 5	a, c, d, e.	20%
facilitation of discussion	term	1, 3, 4, 6, 7	b, c, d,	10%
creative project	Last two weeks of class	1, 3, 5, 6, 7	a, b, c, d,	10%
final exam	26 or 26 June	1, 2, 3	a, c, d, e.	35%

General Expectations:

1. **Deadlines:** Deadlines are firm, and must be met. Absence from class on the day work is due does not constitute an extension. Any extension must be negotiated with the instructor prior to the due date. Any work submitted after the due date for which you have not followed this procedure may be penalized at five (5) percent per day.

It is particularly important that presentation dates are honoured. Failure to present on the specified date will be penalized by not less than 35%.

A medical accommodation for work valued at less than 10% of your total grade can be established with your instructor. For all other cases, please refer to Western's policy regarding "Medical Accommodation Policy, available at <https://www.uwo.ca/modlang/undergraduate/policies.html> section 2.

Academic Integrity: One operative assumption of this course, as with all university courses, is that all work you submit for marking will be **your** work. You must **properly cite all the sources** from which you gather your ideas and phrasing, and not only the directly quoted material.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

Plagiarism is a major academic offence Please refer to

<https://www.uwo.ca/modlang/undergraduate/policies.html> section 5.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Plagiarism may be penalized with a failing grade in the assignment and an offence record that will be held in the Dean's office.

3) **Academic Style:** There are a number of acceptable styles of documentation: Chicago, MLA and APA. The MLA (Modern Language Association) style is preferred for this course.

4) **Inclusive Language:** Please use non-sexist, non-discriminatory language in your writing. Language that reinforces sexism, racism, ethnic bias, homophobia, or other forms of prejudice and discrimination should not be used. Some general points: In English, there is a tradition of using male terms to refer to the whole human population: "man," "mankind," "he," and "his" are often employed in the generic sense. Since these terms refer also to exclusively male populations, using the same term for the two different meanings is ambiguous. Be specific: if you mean all people, males and females, say so. Instead of man/mankind, use humanity, human beings, human race, people, person(s), individual(s), men and women, women and men.

5) **A Respectful Learning Environment:** A respective learning environment is a collective responsibility. We will listen to each other with openness and consideration, respecting individual differences and honouring each person's right to hold her or his own beliefs. This does not preclude discussion and/or disagreement, but does call for a considerate sharing of opinions and ideas.

6) **Grading:** Grading will be based on the extent and quality of research; on the imagination and critical judgment shown in papers, presentation and on the exam.

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Further Information about Policies and Procedures at Brescia

2017-2018 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNs

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.