

Gender and the Hebrew Bible

Syllabus

Spring 2020

REL 3291 / JST 3930

Professor: Michael J. Stahl

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Office: 123 Anderson Hall

Office Hours: M/W/F 2:55–3:55 p.m. or by appointment

Time: M/W/F 4:05–4:55 p.m.

Classroom: AND 0013

COURSE DESCRIPTION

What does the Hebrew Bible (roughly equivalent to the Old Testament) have to say about gender and human sexuality? Using a variety of traditional historical-critical and contemporary ideological interpretive approaches, and through close analyses of key biblical texts, this course critically examines the Hebrew Bible with respect to a broad range of topics pertaining to gender and human sexuality, including: gender identity, sexual orientation, same-sex relationships, sexual desire, sex, marriage, procreation, (in)fertility, monogamy and polygyny, adultery, prostitution, rape and other forms of sexual violence against women, divorce, pornography, menstruation, abortion, incest, bestiality, and other topics. Furthermore, this course considers the Hebrew Bible's reception history with respect to gender and sexuality, i.e., how different human communities—both past and present—have interpreted, appropriated, and deployed the biblical writings to prescribe culturally constructed norms of gender, sex, and family. In considering the social locations and sexual politics of both the biblical authors and the Hebrew Bible's later interpreters, this course also seeks to prompt critical self-reflection on our own historical situatedness and culturally conditioned beliefs and attitudes regarding gender and human sexuality.

Please be advised: The narratives and stories that this course covers are some of the most challenging and disturbing in the biblical tradition and include sexually explicit material and adult themes.

COURSE OBJECTIVES

In addition to acquiring a critical density of knowledge regarding course content—including a basic familiarity with biblical literature and contemporary intellectual debates about gender and human sexuality—this course aims to develop intellectual and professional skills of broader application, such as:

- The intellectual skill of reading texts closely and thoughtfully
- Historical reasoning skills
- Analytical skills
- Problem-solving skills
- Reading and writing at an advanced level appropriate to a college or university setting
- The ability to participate in respectful and thoughtful dialogue
- The ability to reflect self-critically about one's own culture and historical situatedness

- The ability to empathize with others and to be sensitive to differing perspectives
- The capacity to work collaboratively
- The theoretical knowledge and vocabulary needed to critically question and examine other bodies of knowledge

COURSE TEXTBOOKS

1. Michael Coogan, *God and Sex: What the Bible Really Says* (New York, NY: Twelve, 2010).
2. Berlin, Adele, and Marc Z. Brettler, eds. *The Jewish Study Bible*. 2d ed. Oxford: Oxford University Press, 2014.

I also will provide free electronic copies/scans of other required primary/ancient and secondary/scholarly sources on Canvas (full bibliographical information is provided in the syllabus). These materials will be made available before the classes for which they are assigned, and students are expected to prepare each reading in advance of class. The course website may be accessed through <http://elearning.ufl.edu>.

Note: You must bring your *Jewish Study Bible* to every class session.

COURSE ASSIGNMENTS AND GRADING

In order to achieve the goals listed in the Course Objectives section, students are to prepare for each class by thoughtfully reading and analyzing assigned readings. Students are expected to prepare primary and secondary readings in advance of the class for which they are assigned. Besides lecture, a significant component of each class session includes student discussion based on the primary and secondary readings. Participation in class discussions is one crucial element of a student's grade.

(1) A **Preparation/Attendance/Participation grade** worth 10% of the final grade will be assigned based on each student's individual preparation, attendance, and personal participation in class. In assessing the Preparation/Attendance/Participation component of a student's overall grade, I will consider such factors as: class attendance and absences, preparation of assigned readings before the class for which they are assigned, tardiness, quantity and quality of participation in class discussion, and student focus and engagement (e.g., cell phones are not to be used in class, side discussions among students are not appropriate, frequently leaving and reentering the classroom should be avoided, etc.).

Attendance is mandatory and will be taken at the beginning of every class. If a student misses more than half the class, either because of arriving late or leaving early, the student will be counted as absent. I will automatically deduct three points per absence from the student's Preparation/Attendance/Participation grade, and one point for every time the student is tardy. If you expect to be absent from class for a pre-scheduled or University approved reason, please contact me beforehand as soon as possible. It is the student's responsibility to obtain notes or

handouts from any classes s/he/they miss. For further information on UF's attendance policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

(2) This class will have two exams, one **Midterm Exam** and one **Final Exam**, each worth 15% of the final grade (i.e., 30% total). For both the Midterm Exam and the Final Exam, students will be asked to respond to any two essay questions from a choice of four or five possible essay questions. The exams will cover material from the primary readings, scholarly readings, and class lectures and discussions. One week before each exam, I will provide online an extensive study guide with questions similar to the types of questions one should expect to find on the exams. Exams will cover material up to and including the last class before the exam. The Final Exam will cover only the second half of the semester.

The Midterm Exam will be taken in class on Wednesday, February 26, and the Final Exam will be taken during the Final Exam Period on Monday, April 27 from 10:00 a.m.–12:00 p.m. I will provide free Blue Books to students for the Midterm and Final Exams. You are responsible for bringing your own pen or pencil and writing legibly.

(3) Together, four **Quizzes** will comprise 40% of the final grade (i.e., each quiz is worth 10% of your final overall grade). Quizzes will consist of short answer, matching, true and false, and/or fill-in-the-blank questions. Quiz 1 will take place in class on Wednesday, January 22, Quiz 2 on Monday, February 10, Quiz 3 on Wednesday, March 18, and Quiz 4 on Friday, April 3.

(4) The **Final Paper** will be a six- to eight-page, thesis-driven research paper that accounts for the final 20% of your grade. This research paper will focus on one specific issue or topic relating to the course not addressed in class readings or discussion (or, if addressed in class readings and discussion, your Final Paper must go significantly beyond the readings and class discussion for that particular topic).

Topic: The topic of the Final Paper will be of the student's choosing, but it must be cleared with me (see Final Paper Deadlines below). The topic must be sufficiently focused. You cannot write on a general category or broad area of study. For example, you may not write about "gender in Genesis." However, one might write about gender dynamics in the Eden narrative. The Final Paper must have a focused base of primary/ancient evidence (textual, archaeological, epigraphic, iconographic, etc.), including some material from the Hebrew Bible, and it also must properly use—and appropriately cite—at least three vetted, peer-reviewed scholarly sources relevant to the issue at hand (internet sources do not count!). The Final Paper must offer a coherent, sustained argument regarding a specific approved topic, analyzing the relevant primary evidence, discussing the interpretive issues at stake, addressing the main controversies in the scholarly secondary literature, etc. Note: The Final Paper is not a summary of the scholarly literature and/or the primary sources. Do not simply summarize what the scholarly secondary sources have to say; rather, use the scholarly literature to advance your overall argument and analysis of the primary sources.

I will make myself available to help students find an appropriate research topic of interest, and I also will help to answer questions regarding research strategies and the choosing of primary and secondary materials.

Assessment: In assessing your Final Paper, I will consider such qualitative factors as: (1) demonstration of careful reading and observation of the primary evidence, noting small details and connecting them to larger questions raised by the project; (2) proposal of insightful conclusions supported both by specific evidence from the biblical texts and analytical reasoning (remember to cite your evidence!); (3) accounting for all relevant evidence in your conclusions, i.e., that you leave no major gaps in evidence; (4) clarity of writing on both the macro and micro levels; and (5) the proper use and citation of at least three relevant scholarly sources.

The Final Paper is due at the beginning of the last day of class, Wednesday, April 22. If you have any problems meeting this deadline, please talk with me as soon as possible. Any paper turned in late will be lowered by a third of a grade for every day that it is late (e.g., a B+ paper will be downgraded to a B- if it is two days late).

Writing Guidelines: The Final Paper must be typed, double spaced in Times New Roman 12-point font. Final Papers are to be submitted electronically via email as a Word document attachment (no Google docs). Margins are to be one inch. You must use page numbers. You do not need a front/title page (a title page will not count toward the total number of pages required for an assignment)—simply put your name and the title of your paper at the top of the first page. Sources always are to be cited using a standard citation style (e.g., Chicago, Turabian, APA, MLA, etc.). Whatever citation style you choose, be consistent. Use quotation marks when quoting a source verbatim, whether ancient or modern. Avoid long citations of ancient texts or modern scholars. Do not make assertions that you cannot support without direct evidence. Aim for a polished writing style (idiomatic, yet semi-formal): avoid contractions, slang or informal expressions, run-on sentences, switching between past and present tenses in the same sentence, passive voice, common verbs (try to use more descriptive, precise verbs), and the pronouns “you,” “we,” and “us.” Write clearly and concisely. Avoid unnecessarily long, complex sentences with numerous subordinate clauses. Clear written expression is one goal of this course. Remember to proofread and use your word processor’s grammar and spellcheck!

Helpful Reference Works:

Turabian, Kate, et. al. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Chicago: The University of Chicago Press, 2018.

How to Cite the Bible:

- Genesis 1:1 = Genesis, chapter 1, verse 1.
- Genesis 1–3 = Genesis, chapters 1 through 3.
- Genesis 1:1–11:32 = Genesis chapter 1, verse 1, through chapter 11, verse thirty-two.
- Genesis 1:1–2:4; 6:1–4 = Genesis chapter 1, verse 1, through chapter 2, verse 4; AND chapter 6, verse 1 through verse 4.

Additionally, scholars commonly abbreviate biblical books (e.g., Genesis = Gen; Isaiah = Isa; etc.). You can find a list of abbreviations in the front matter of the *Jewish Study Bible* (p. xix).

(5) **Bonus Point:** After assessing a student's overall grade based on the Midterm and Final Exams, Quizzes, Final Paper, and Preparation/Attendance/Participation grade, I will add one point to each student's final overall grade. There will be no curve in the class, and I will not add more than one point to each student's final grade. Because of the addition of one point to each student's final overall grade, grades will not be rounded up or down (e.g., if you get an $88.9 + 1 = 89.9$, you will receive a B+ in the course—your grade will not be rounded up to a 90, i.e., an A-).

Assignment Weight:

	Assignment	Weight
1.	Midterm Exam	15%
2.	Four Quizzes	40%
3.	Final Exam	15%
4.	Final Paper	20%
5.	Preparation/Attendance/Participation	10%

Grading Scale:

A	93–100	B+	87–89.9	C+	77–79.9	D+	67–69.9	F	0–59
A-	90–92.9	B	83–86.9	C	73–76.9	D	63–66.9		
		B-	80–82.9	C-	70–72.9	D-	60–62.9		

COURSE POLICIES AND SERVICES

Classroom Etiquette:

Active participation is expected and required for success in this course. Students are expected to pay attention and be respectful of others. Apart from laptops, which may be used for the sole purpose of taking notes (gaming or watching videos is not acceptable), please turn off all electronic devices, including cell phones. Texting during class is not permitted. Failure to adhere to classroom etiquette will negatively affect one's Preparation/Attendance/Participation grade.

Gender-Inclusive Language:

Students should always use non-sexist, gender-inclusive language that respects and affirms the gender identities of all other participants in the course, including honoring others' names and pronouns. Additionally, one's written and oral communications should be as inclusive and expansive as possible with respect to sex, gender, race, ethnicity, age, and disability (e.g., "humanity" not "man"/"mankind," etc.).

Academic Integrity:

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a zero on the assignment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and

Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Academic Accommodations:

UF offers support and reasonable accommodations for students who have a diagnosed disability through the Disability Resource Center (DRC). Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. I encourage you to contact me as soon as possible if you have a learning disability and are in need of help. I am happy to work with you, the Dean of Students Office, and the DRC to arrange for appropriate accommodations to assist you in achieving academic success.

For additional information, please see: <https://disability.ufl.edu/>.

UF's Writing Studio:

I especially encourage you to take advantage of UF's Writing Studio. For more information about UF's Writing Studio, located at 2215 Turlington Hall, or to book an appointment, please call (352) 846-1138 or visit <https://writing.ufl.edu/writing-studio/>.

Women's Studies at UF:

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities, and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major, or drop in to her Spring 2020 office hours: Mondays 1–3 p.m. and Wednesdays 2–4 p.m. in Ustler 204.

IMPORTANT DATES

Graded Work:

1. Quiz 1: Wednesday, January 22.
2. Quiz 2: Monday, February 10.
3. Midterm Exam: Wednesday, February 26.
4. Quiz 3: Wednesday, March 18.
5. Quiz 4: Friday, April 3.

6. Final Paper: Wednesday, April 22.
7. Final Exam: Monday, April 27 from 10:00 a.m.–12:00 p.m.

Final Paper Deadlines:

1. Final Paper topic approval deadline: Friday, March 13.
2. Final Paper sources and bibliography submission: Friday, March 27.
3. Final Paper thesis statement review: Friday, April 10.
4. Final Paper due: Wednesday, April 22.

Class Cancellations: The Center for Jewish Studies officially requests that all classes on days that are *yôm tôv* during the major Jewish holidays be canceled (see the Course Schedule below for specific dates). Additionally, class will be canceled on Monday, January 27, and Wednesday, January 29.

COURSE SCHEDULE

Unit 1—“In the Beginning . . .”?

Week 1

Monday, January 6: Introduction to the Course

- Syllabus.
- Introductions.
- Jacqueline Vayntrub, “Sexy Sunday School: Naughty Bible Translations”
<https://daily.jstor.org/sexy-sunday-school/>.

Wednesday, January 8: The Hebrew Bible and Sexuality

- Coogan, *God and Sex*, 1–18.
- David M. Carr, *The Erotic Word: Sexuality, Spirituality, and the Bible* (Oxford: Oxford University Press, 2003), 3–14.

Friday, January 10: The Hebrew Bible in History and Tradition

- Michael Coogan, *The Old Testament: A Very Short Introduction* (OVSI 181; Oxford: Oxford University Press, 2008), 1–11.
- Eliezer Segal, “The Hebrew Scriptures and Their Structure,” and “Biblical Narrative: Covenantal History,” in *Introducing Judaism* (World Religions; New York, NY: Routledge, 2009), 2–10.
- Brennan Breed, “How Was the Bible Written and Transmitted?”
<http://www.bibleodyssey.org/en/tools/bible-basics/how-was-the-bible-written-and-transmitted>.

Week 2

Monday, January 13: Theorizing Gender and Sexuality

- Mary Ann Tolbert, “Gender,” and Ken Stone, “Sexuality,” in *Handbook of Postmodern Biblical Interpretation* (ed. A. K. M. Adam; St. Louis, MO: Chalice Press, 2000), 99–105 and 233–238.

- Hilary B. Lipka, “Determining the Construction of Sexuality in Ancient Israel,” *Sexual Transgression in the Hebrew Bible* (HBM 7; Sheffield: Sheffield Phoenix Press, 2006), 1–17.
- [Judith Butler, “Your Behavior Creates Your Gender” \(YouTube; 3:01\).](#)

Wednesday, January 15: Gender and Sexuality in Biblical Studies

- Elisabeth Schüssler Fiorenza, “Remembering the Past in Creating the Future: Historical-Critical Scholarship and Feminist Biblical Interpretation,” in *Feminist Perspectives on Biblical Scholarship* (ed. Adela Yarbro Collins; SBLCP; SBLBSNA 10; Chico, CA: Scholars Press, 1985), 43–63.
- Esther Fuchs, “Feminist Approaches to the Hebrew Bible,” in *The Hebrew Bible: New Insights and Scholarship* (ed. Frederick E. Greenspahn; New York, NY: New York University Press, 2008), 76–95.

Unit 2—Constructions of Gender in Biblical Myth, Law, and “Wisdom”

Friday, January 17: Creating Gender

- Genesis 1–3; Genesis 6:1–4.
- Ilana Pardes, “Creation according to Eve,” in *Countertraditions in the Bible: A Feminist Approach* (Cambridge, MA: Harvard University Press, 1992), 13–38.

Week 3

Monday, January 20: Martin Luther King, Jr. Day, No Class

Wednesday, January 22: Creating Gender (Cont.)

- Genesis 1–3; Genesis 6:1–4.
- Danna Nolan Fewell, “Reading the Bible Ideologically: Feminist Criticism,” in *To Each Its Own Meaning: An Introduction to Biblical Criticism and Their Application* (ed. Steven L. McKenzie and Stephen R. Haynes; Louisville, KY: Westminster John Knox Press, 1999), 268–280.

Quiz 1 in class.

Friday, January 24: Legislating Gender

- Exodus 20–22; Leviticus 12; 15; 18–22; Numbers 5; 27; 36; Deuteronomy 21–25.
- Tikva Frymer-Kensky, “Gender and Law: An Introduction,” in *Gender and Law in the Hebrew Bible and Ancient Near East* (ed. Victor H. Matthews, Bernard M. Levinson, and Tikva Frymer-Kensky; JSOTSup 262; Sheffield: Sheffield Academic Press, 1998), 17–24.

Week 4

Monday, January 27: No Class

Wednesday, January 29: No Class

Friday, January 31: Legislating Gender (Cont.)

- Exodus 20–22; Leviticus 12; 15; 18–22; Numbers 5; 27; 36; Deuteronomy 21–25.
- Victor H. Matthews, “Honor and Shame in Gender-Related Legal Situations in the Hebrew Bible,” in *Gender and Law*, 97–112.

Week 5

Monday, February 3: The Biblical “Good Wife”

- Proverbs 31:10–31.
- Christine Roy Yoder, “The Woman of Substance (’ŠT-HYL): A Socioeconomic Reading of Proverbs 31:10–31,” *Journal of Biblical Literature* 122/3 (2003): 427–447.
- Claudia V. Camp, “The Ideal Wife in Proverbs 31,” <http://www.bibleodyssey.net/en/passages/related-articles/ideal-wife>.

Unit 3—“Family Matters”

Wednesday, February 5: The “Real Housewives” of the Hebrew Bible

- Genesis 12; 17; 20; 24; 27.
- Esther Fuchs, “The Literary Characterization of Mothers and Sexual Politics in the Hebrew Bible,” in *Feminist Perspectives on Biblical Scholarship*, 117–136.

Friday, February 7: “Sister Wives”

- Genesis 29–35; 1 Samuel 1:1–2:11.
- Ilana Pardes, “Rachel’s Dream: The Female Subplot,” in *Countertraditions in the Bible*, 60–78.
- Nelly Furman, “His Story Versus Her Story: Male Genealogy and Female Strategy in the Jacob Cycle,” in *Women in the Hebrew Bible: A Reader* (ed. Alice Bach; New York, NY: Routledge, 1999), 119–126.

Week 6

Monday, February 10: Marriage and the “Game of Thrones”

- 2 Samuel 11–12; 1 Kings 1–2.
- Regina M. Schwartz, “Adultery in the House of David: The Metanarrative of Biblical Scholarship and the Narrative of the Bible,” in *Women in the Hebrew Bible*, 335–347.

Quiz 2 in class.

Wednesday, February 12: “All in the Family”

- Genesis 38; Deuteronomy 25:5–7.
- Esther Fuchs, “Who Is Hiding the Truth? Deceptive Women and Biblical Androcentrism,” in *Feminist Perspectives on Biblical Scholarship*, 137–144.

Friday, February 14: “All in the Family” (Cont.)

- The Book of Ruth.

- Edward L. Greenstein, “Reading Strategies and the Story of Ruth,” in *Women in the Hebrew Bible*, 211–231.

Unit 4—“Texts of Terror”

Week 7

Monday, February 17: Rape

- Genesis 34; Exodus 22:15–16 [ET 16–17]; Deuteronomy 22:13–21, 23–29.
- Coogan, *God and Sex*, 27–38, 147–149.
- Rhiannon Graybill, “Teaching the Hebrew Bible in the Context of Campus Sexual Violence,” <https://blog.oup.com/2016/02/hebrew-bible-sexual-violence/>.

Wednesday, February 19: Rape (Cont.)

- Genesis 34; Exodus 22:15–16 [ET 16–17]; Deuteronomy 22:13–21, 23–29.
- Frymer-Kensky, “Virginity in the Bible,” in *Gender and Law*, 79–96.

Friday, February 21: Sexual Violence

- Judges 19–21.
- Coogan, *God and Sex*, 125–128.
- Phyllis Trible, “An Unnamed Woman: The Extravagance of Violence,” in *Texts of Terror: Literary-Feminist Readings of Biblical Narratives* (Overtures to Biblical Theology; Philadelphia, PA: Fortress Press, 1984), 65–91.

Week 8

Monday, February 24: Review for the Midterm Exam

- Bring your questions to class!

Wednesday, February 26: Midterm Exam

Midterm Exam in class.

Friday, February 28: Sexual Violence (Cont.)

- Judges 11.
- Esther Fuchs, “Jephthah’s Daughter: A Feminist Postcolonial Approach,” in *Feminist Theory and the Bible: Interrogating the Sources* (Feminist Studies and Sacred Texts; New York, NY: Lexington Books, 2016), 71–94.
- Jane S. Webster, “Giving Up on Life: Jephthah’s Daughter,” <https://www.sbl-site.org/publications/article.aspx?ArticleId=772>.

Week 9

Monday, March 2: Spring Break, No Class

Wednesday, March 4: Spring Break, No Class

Friday, March 5: Spring Break, No Class

Unit 5—"Thou Shalt Not"

Week 10

Monday, March 9: Adultery

- Genesis 38; 39; Exodus 20:14//Deuteronomy 5:18; Leviticus 20:10–16; 2 Samuel 11–12.
- Coogan, *God and Sex*, 101–104.

Wednesday, March 11: Adultery (Cont.)

- Numbers 5.
- Tikva Frymer-Kensky, "The Strange Case of the Suspected Sotah (Numbers V 11–31)," in *Women in the Hebrew Bible*, 463–474.

Friday, March 13: Incest, Bestiality, and Cross-dressing

- Genesis 19; 35:22; Leviticus 18:6–30; Deuteronomy 22:5; 2 Samuel 13.
- Coogan, *God and Sex*, 108–117, 149–150.
- Carr, *Erotic Word*, 49–56.

Final Paper topics must be approved by this date.

Unit 6—Unstable Masculinity/ies

Week 11

Monday, March 16: The "Other Woman"

- Genesis 39; Numbers 5; Proverbs 5, 7.
- Tikva Frymer-Kensky, "Law and Philosophy: The Case of Sex in the Bible," in *Women in the Hebrew Bible*, 293–301.

Wednesday, March 18 The "Other Woman" (Cont.)

- Genesis 39; Numbers 5; Proverbs 5, 7.
- Alice Bach, "Good to the Last Drop: Viewing the Sotah (Numbers 5.11–31) as the Glass Half Empty and Wondering How to View It Half Full," in *Women in the Hebrew Bible*, 503–522.

Quiz 3 in class.

Friday, March 20: Prostitution

- Genesis 38; Joshua 2; Judges 11:1–3; 16:1–3; 1 Kings 3:16–28; 2 Kings 9:30–37; Jeremiah 13.
- Coogan, *God and Sex*, 150–160.

Week 12

Monday, March 23: Prostitution (Cont.)

- Genesis 38; Joshua 2; Judges 11:1–3; 16:1–3; 1 Kings 3:16–28; 2 Kings 9:30–37; Jeremiah 13.

- Phyllis Bird, “The Harlot as Heroine: Narrative Art and Social Presupposition in Three Old Testament Texts,” *Women in the Hebrew Bible*, 99–117.

Wednesday, March 25: The “Foreign” Woman and the Body Politic

- Numbers 25; Judges 13–16; 19–21; 1 Kings 11; 21; 2 Kings 9; Ezra 9–10; Nehemiah 13.
- Fuchs, “Intermarriage, Gender, and Nation in the Hebrew Bible,” in *Feminist Theory and the Bible*, 115–130.

Friday, March 27: (Abusive) Sex and Prophets

- Hosea 1–4; 14; Ezekiel 16; 23.
- Carr, *Erotic Word*, 65–74, 75–87.

Primary and secondary sources for the Final Paper must be submitted for vetting by this date.

Week 13

Monday, March 30: (Abusive) Sex and Prophets (Cont.)

- Hosea 1–4; 14; Ezekiel 16; 23.
- Cheryl Exum, “The Ethics of Biblical Violence against Women,” in *The Bible in Ethics: The Second Sheffield Colloquium* (ed. John W. Rogerson, Margaret Davies, and Mark Daniel Carroll R.; JSOTSup 207; Sheffield: Sheffield Academic Press, 1995), 248–271.

Optional: Fuchs, “Women as Prophets/Women in Prophets: Gender, Nation and Discourse,” in *Feminist Theory and the Bible*, 95–113.

Unit 7—“Girl Power!”(?)

Wednesday, April 1: The Song of Songs and Sexual Desire

- The Song of Songs.
- Carol L. Meyers, “Gender Imagery in the Song of Songs,” in *A Feminist Companion to the Song of Songs* (ed. Athalya Brenner; Feminist Companion to the Bible I; Sheffield: Sheffield Academic Press, 2001 [1993]), 197–212.
- J. Cheryl Exum, “Ten Things Every Feminist Should Know about the Song of Songs,” in *A Feminist Companion to the Song of Songs* (ed. Athalya Brenner-Idan and Carole Fontaine; Feminist Companion to the Bible II; Sheffield: Sheffield Academic Press, 2000), 24–35.

Friday, April 3: Lady Wisdom and the Feminine Divine

- Proverbs 1–9; Ecclesiastes.
- Coogan, *God and Sex*, 161–188.
- Carol A. Newsom, “Woman and the Discourse of Patriarchal Wisdom: A Study of Proverbs 1–9,” in *Gender and Difference in Ancient Israel* (ed. Peggy L. Day; Philadelphia, PA: Fortress Press, 1989), 142–160.

Optional: Mark S. Smith, “Body and Gender,” in *The Origins of Biblical Monotheism: Israel’s Polytheistic Background and the Ugaritic Texts* (New York, NY: Oxford University Press, 2001), 86–93 (esp. pp. 90–92).

Quiz 4 in class.

Week 14

Monday, April 6: Divine Mediation

- Exodus 4:24–26; 15:1–21; Joshua 2:8–11; Judges 4–5; 1 Samuel 25; 28; 2 Kings 22.
- Susan Ackerman, “Why Is Miriam also among the Prophets? (And Is Zipporah among the Priests?)” *Journal of Biblical Literature* 121/1 (2002): 47–80.
- Susan Ackerman, “Digging Up Deborah: Recent Hebrew Bible Scholarship on Gender and the Contribution of Archaeology,” *Near Eastern Archaeology* 66/4 (2003): 172–184.

Wednesday, April 8: The Female Heroine and the Female Villain

- Genesis 39; Judges 5; 1 Kings 16:31–34; 17–19; 2 Kings 11; Esther.
- Susan Niditch, “Eroticism and Death in the Tale of Jael,” in *Gender and Difference in Ancient Israel*, 43–57.
- Sidnie Ann White, “Esther: A Feminine Model for Jewish Diaspora,” in *Gender and Difference in Ancient Israel*, 161–177.

Optional: Esther Fuchs, “Status and Role of Female Heroines in the Biblical Narrative,” in *Women in the Hebrew Bible*, 77–84.

Friday, April 10: Pesach, No Class

The thesis for your Final Paper must be submitted for review by this date.

Unit 8—Contemporary Issues

Week 15

Monday, April 13: Que(e)rying the Feminist Agenda

- Genesis 18–19; Leviticus 17:10–22:23; 18:22; 20:13.
- Coogan, *God and Sex*, 115–140.
- Laurel C. Schneider, “Queer Theory,” in *Handbook of Postmodern Biblical Interpretation* (ed. A. K. M. Adam; St. Louis, MO: Chalice Press, 2000), 206–212.

Optional: (1) Deryn Guest, “Que(e)rying the Agenda: The Impact of Queer Perspectives for Feminist Scholarship,” in *Beyond Feminist Biblical Studies* (BMW 47; Sheffield: Sheffield Phoenix, 2012), 42–76.

(2) Holly Joan Toensing, "Women of Sodom and Gomorrah: Collateral Damage in the War against Homosexuality?" *Journal of Feminist Studies in Religion* 21/2 (2005): 61–74.

Wednesday, April 15: Pesach, No Class

Friday, April 17: "As One Lies with a Woman"

- Leviticus 17:10–22:23; 18:22; 20:13.
- Saul M. Olyan, "And with a Male you Shall not Lie the Lying Down of a Woman: On the Meaning and Significance of Leviticus 18:22 and 20:13," *Journal of the History of Sexuality* 5 (1994): 179–206.

Optional: Susan Ackerman, "Part II: The Biblical Story of David and Jonathan," *When Heroes Love: The Ambiguity of Eros in the Stories of Gilgamesh and David* (Gender, Theory, and Religion; New York, NY: Columbia University Press, 2012), 153–199.

Week 16

Monday, April 20: "In God We Trust"? Biblical "Family Values"

- Carolyn De Swarte Gifford, "American Women and the Bible: The Nature of Woman as a Hermeneutical Issue," in *Feminist Perspectives on Biblical Scholarship*, 11–33.
- Teresa J. Hornsby, "Introduction: The Body as Decoy," and "Gender Dualism, or the Big Lie," in *Transgender, Intersex, and Biblical Interpretation* (Semeia Studies 83; Atlanta, GA: SBL Press, 2016), 1–11 and 13–19.

Course Evaluations: <https://evaluations.ufl.edu>.

Wednesday, April 22: Review for the Final Exam

- Bring your questions to class!

Final Paper due.

Friday, April 24: No Class or Office Hours, Official University Reading Day

Week 17

Monday, April 27: Final Exam

Final Exam from 10:00 a.m.–12:00 p.m.