Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: RELG
Prepared by: K Wilson
Email Contact: Kawilson3@alaska.edu

College/School: CTC/CRCD
Phone: 455-2808
Faculty Contact: Mahla Strohmaier

See http://www.uaf.edu/uafgov/faculty/cd/credits.html for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):
   [ ] Trial Course [ ] New Course [X] 2. COURSE IDENTIFICATION:
   Dept: RELG Course #: F111 No. of Credits: 1.0
   Justify upper/lower division status & number of credits: Course content represents "100" level. Course will have 800 contact hours.


4. CROSS LISTED? YES/NO
   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED? YES/NO

6. FREQUENCY OF OFFERING: As Demand Warrants
   (Every or Alternate) Fall, Spring, Summer - or As Demand Warrants
   (if approved) Fall 2011

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Fall 2011

8. COURSE FORMAT:
   NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.
   COURSE FORMAT: (check one) [ ] 1 [X] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] full semester
   OTHER FORMAT (specify)
   Mode of delivery (specify lecture, field trips, labs, etc)
   Lecture

9. CONTACT HOURS PER WEEK:
   Note: # of credits are based on contact hours. 800 minutes of lecture = 1 credit. 2400 minutes of lab in a science course = 1 credit. 1600 minutes in non-science lab = 1 credit. 2400-4800 minutes of practicum = 1 credit. 2400-8000 minutes of internship = 1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cd/credits.html for more information on number of credits.

9A. OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):
    1 Credit Offered As Demand Warrants
    A literary and sociological exploration into negative portrayals of the feminine within the Old and New
Testament texts, including their original Ancient Near Eastern and Mediterranean cultural contexts as well as key interpretive traditions throughout history. (1+0)

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

<table>
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<tr>
<th>H = Humanities</th>
<th>N = Natural Science</th>
<th>S = Social Sciences</th>
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Will this course be used to fulfill a requirement for the baccalaureate core? **YES X NO**

If YES, check which core requirements it could be used to fulfill:

- O = Oral Intensive, Format 6
- W = Writing Intensive, Format 7
- Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? **YES X NO**

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? **TIMES**

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? **CREDITS**

13. **GRADING SYSTEM:**

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<th>LETTER:</th>
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14. **PREREQUISITES**

None

15. **SPECIAL RESTRICTIONS,**

CONDITIONS

None

16. **PROPOSED COURSE FEES**

$0

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? **Yes/No**

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? **Yes/No**

If yes, give semester, year, course #, etc.: Spring 2011 F193P

18. **ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

None

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffk@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

**No X Yes**

No services needed

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)
No programs/departments will be affected by this course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There are no negative impacts on any other programs.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

One credit RELG courses have been offered for the past few semesters, and have had a growing interest. Students have an interest in this particular topic area. Students have appreciated this forum for knowledge acquisition and discussion.

APPROVALS:

[Signatures and dates filled in by hand]

Signature, Chair, Program/Department of: [REL G/ Arts & Letters CReD]

Signature, Division Chair CRCD of:

Signature, Chair, College/School Curriculum Council for: [CTC]

Signature, Dean, College/School of: [CTC UAF / CRCD 10/25/10]

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee
**ADDITIONAL SIGNATURES: (If required)**

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<tr>
<td>Signature, Chair,</td>
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<td>Program/Department of:</td>
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<td>Signature, Dean, College/School of:</td>
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ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (e.g.: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities Services:
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
COURSE INFORMATION:

Title: **Bad Girls of the Bible**  

- **Meeting Times/Dates**: Spring 2011 (Apr 13–May 11), Wednesdays 6:00–9:00pm
- **Location**: Room 216, UAF-CTC campus (604 Barnette St, Fairbanks)
- **Department/Number**: RELG-F193 (CRN 35736)
- **Credits**: 1 (one)
- **Prerequisites**: None

INSTRUCTOR INFORMATION:

**Name**: Dr. Paul Korchin

**Office Location**: none (adjunct faculty)  
**Office Hours**: by appointment

**Telephone**: 907-374-8870 (before 10pm)  
**E-Mail**: pdkorchin@alaska.edu

COURSE READINGS / MATERIALS:

**Course Textbook**: *The Strange Woman: Power and Sex in the Bible*  
**Author**: Gail Corrington Streete

**Publisher**: Westminster John Knox, Louisville, 1997

**Supplementary Readings**: Primary & secondary texts, media sources, and visual aids will be provided via photocopied handouts and/or the internet.

**Supplies Required**: Personal computer with internet access.
COURSE DESCRIPTION:

A literary and sociological exploration into negative portrayals of the feminine within the Old and New Testament texts, including their original Ancient Near Eastern and Mediterranean cultural contexts as well as key interpretive traditions throughout history. Why were certain women in the Bible subjected to social criticism and moral condemnation? How were these judgments appropriated and applied by later Jewish and Christian communities? What are the contemporary social ramifications for the Bible’s “ethic of the feminine”?

STUDENT LEARNING OUTCOMES / OBJECTIVES:

Upon conclusion of this course the attentive student will possess a foundational literary-critical and historical-critical knowledge about the provocative roles of numerous women characters in the biblical world. The student will also gain insight into the ancient religious constructs and social dynamics that gave rise to such characterizations, along with how these portrayals influenced subsequent perceptions and evaluations of gender relations within Judaism, Christianity, and Western society at large.

INSTRUCTIONAL METHODS:

Within the classroom, this course will be conducted in a lecture format, featuring presentations and questions by the instructor designed to engage the students in discussions about the material and topics at hand. Visual media will be incorporated (chiefly PowerPoint, photographs, maps) to provide a more vivid context for reflection and conversation. Beyond the classroom, this course will maintain blogging and micro-blogging sites in order to foster a more sustained and vibrant intellectual dialogue about the subject matter. Postings will include relevant multimedia sources, class discussion threads, and course logistics.

COURSE CALENDAR:

**APR 13:** CLASS 1: Bad Girls from the Beginning

*Eve, Sarah, Miriam, and other pioneering troublemakers.*

Assignment:
- Streete, 1–42
- Handouts (texts, articles); Online postings (+ comments)

**APR 20:** CLASS 2: Bad Girls in the Palace

*Delilah, Michal, Jezebel, and other royal pains.*

Assignment:
- Streete, 43–75
- Handouts (texts, articles); Online postings (+ comments)
**APR 27:** **CLASS 3: BAD GIRLS AMID PROPHETS AND SAGES**
*Seduction, Adultery, Idolatry, and other contact sports.*

Assignment:
- Streete, 76–119
- Handouts (texts, articles); Online postings (+ comments)
- Final Project assignment (DUE: 2 weeks after final class)

**MAY 4:** **CLASS 4: BAD GIRLS OF THE GOOD NEWS**
*What Would Jesus Do?*

Assignment:
- Streete, 120–158
- Handouts (texts, articles); Online postings (+ comments)

**MAY 11:** **CLASS 5: PAUL’S BAD GIRLS**
*Sexuality on the verge of Apocalypse.*

Assignment:
- Streete, 159–172
- Handouts (texts, articles, maps); Online postings (+ comments)

**COURSE POLICIES:**

This single credit course is an elective, designed to appeal to students who are attracted to its subject matter and/or to fulfilling core academic requirements toward UAF Associate and/or Bachelor degrees. For students who audit, the standards are ultimately self-imposed. For those who take this course for credit, consistent and prompt attendance is expected, as is timely completion of the assignments. The final project is also required, as well as a *bona fide* intellectual curiosity and respectfulness toward the subject matter and fellow class participants. Plagiarism and other academic dishonesty are intolerable, and will be forwarded to the appropriate college authorities for disciplinary measures.

**EVALUATION:**

Auditing is permitted. Letter grades for credit will be determined according to the following formula:

- **20%** Course Preparation—readings/hearings/viewings of assigned materials; students will be provided with reflection topics/questions keyed to required sources.
- **30%** Course Participation—attendance: promptness, consistency (10%); discussion: frequency, relevance, depth of in-class questions, comments, engagement with instructor & colleagues (10%); feedback: frequency, substance of online reactions & reflections about website postings (10%).
50% Course Project—a 6–8 page paper, double-spaced, 1-inch margins, proper grammar, spelling, citations. Students will have a choice from among a limited number of relevant topics/motifs provided and/or approved by the instructor. An unexcused late paper will be penalized 10% (one full letter grade, down from the grade earned) for each week it is late—up to a period of 3 weeks—after which a paper will receive a failing grade.

According to the following scale:

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<th>Minimum Score</th>
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<td>A+</td>
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<td>A</td>
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<td>A-</td>
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**SUPPORT SERVICES:**

UAF Community and Technical College Student Assistance and Academic Advising Center: (phone) 907-455-2800; (toll-free) 877-882-8827; (e-mail) fytvc@uaf.edu

**DISABILITIES SERVICES:**

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF’s Center for Distance Education (CDE). Disability Services, a part of UAF’s Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit [http://www.uaf.edu/cht/disability.html](http://www.uaf.edu/cht/disability.html) on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at 907-474-7043, fydiso@uaf.edu