MAKING ENEMIES AND INFLUENCING PEOPLE IN ANCIENT ISRAEL

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“You and I were long Friends:— You are now my Enemy, — and
I am,
Yours,
B. Franklin” [July 5, 1775]

The Hebrew Bible contains many accounts of frenemies and nemeses, of battles won and lost. Some passages denigrate the enemies of Israel or put a positive spin on the Israelites' military defeats. Other accounts contain trace evidence of political intrigues and deception among the leaders of Israel. In this course, we use modern critical methods to examine a variety of biblical texts, reading between the lines to uncover the ideologies that shaped the authors’ perceptions and presentations of their “enemies.” To that end, the overall approach we will use in this course will be to read and analyze the Bible as skillfully-crafted literature.

The primary goal of a University Writing Seminar is to prepare students for college-level academic writing. Students learn the standards of academic writing, practice those standards, and develop a critical vocabulary for thinking about the process of composition and revision. Through a series of three main writing assignments, students engage critically with texts, produce, organize, and develop ideas, and integrate outside sources to enhance their arguments. Peer reviews, individual conferences, class discussion, and revisions help students refine the style, grammatical form, organization, and overall quality of their analytical writing.

Classroom time will be discussion oriented. In addition to studying the assigned texts and academic articles, we will also devote a significant amount of our time to the process of writing. Classes will regularly include group work, including peer reviews and in-class group writing exercises. Each student will also meet one-on-one with me in 15–20 minute conferences four (4) times during the semester to discuss specific assignments, needs, and interests.

COURSE MATERIALS:

- Write Now!: a collection of Brandeis student essays
- The Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/
- Other assigned readings, including biblical passages, will be posted on LATTE

Important Note:
Preparation for class requires that you make detailed notes on the readings so that you may participate in in-depth discussions of the assigned material each meeting. To facilitate these discussions, on occasion I may ask you to print out and bring to class with you a copy of one or more assigned readings. Public printers are available on the main floor of the Goldfarb Library.

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**Evaluation:**
- Attendance, Conferences, and Participation 10%
- Peer Reviews and LATTE Postings 10%
- Three Required Essays (incl. pre-draft assignments & drafts) 75%
  - Essay 1: 20%
  - Essay 2: 25%
  - Essay 3: 30%
- Portfolio Review 5%

Total 100%

**Overview of Assignments:**
Each of your three (3) essays will require a set of pre-draft assignments, a draft, and a revision. All assignments should be uploaded to LATTE by the deadlines given in the detailed course schedule at the end of this syllabus. In addition, drafts and revisions should be submitted in hard copy at the beginning of class on the day they are due.

**Essay 1: Close Reading**
*Assignment:* A 5–6 page argument-driven essay examining an enemy narrative that is informed by your own careful analysis of the text. In this unit we will focus on analyzing evidence and developing arguments.
Draft due: Tuesday, September 29
Revision due: Wednesday, October 7

**Essay 2: Lens Analysis**
*Assignment:* A 7–8 page essay discussing a narrative about “political” enemies that is shaped by critical sources. In this unit, we will focus on using sources and structuring arguments.
Draft due: Monday, October 26
Revision due: Monday, November 2

**Essay 3: Researched Argument**
*Assignment:* A 9–10 page essay on an “enemy” topic of your choice that will be informed by your own critical research. In this unit, we will focus on conducting scholarly research in addition to refining the techniques introduced throughout the semester.
Draft due: Monday, December 7
Revision due: Wednesday, December 16

**Portfolio Review**
Finally, at the end of the semester, you will write a 3–4 page memo in which you will reflect on your development as a writer.
Portfolio review memo due: Friday, December 18

**Pre-Draft Assignments, Peer Reviews and LATTE Postings**
Preparation for many class meetings will include a writing assignment of some kind. These writing assignments will fall into one of three categories: 1) a LATTE posting reflecting on one of the assigned readings; 2) a pre-draft assignment for one of the three required essays; or 3) a set of peer reviews.

Note: Peer review constitutes a key part of the course. When you submit your drafts, you will exchange papers with a small group of your peers. You should carefully and considerately evaluate your peers’ drafts in preparation for the following class session, when you will share your feedback with each other. These exercises are intended to benefit your essays, so plan to participate actively and intelligently for the sake of your classmates, and expect the same from them. Your revisions should demonstrate significant changes, especially changes that address issues raised by myself and by your peers.
POLICIES

Communication:
My main method of communicating with you outside of the classroom will be through email. Please be sure to check your email regularly during the work week, preferably at least once before each class meeting.

Attendance:
Attending class regularly is a basic expectation for this course. Your development as a writer at Brandeis will be enhanced if you are present every day, on time, and prepared to participate in discussions and activities. Our limited schedule necessitates that we move swiftly through the course material; we will not have much time to spend revisiting old material. You are responsible for all material covered in your absence.

The attendance policy for this course will be as follows: You are allowed only three (3) absences from either class or conferences. You should plan ahead in the semester if you know you will need to miss class, as an absence for any reason, planned or unplanned, will be counted. Your semester grade for the course will be reduced by 1/3 of a letter grade per absence after your third absence unless you have extenuating circumstances that have been discussed and documented with me. More than six (6) absences may result in a failing grade for the semester.

Conferences:
Four times during the semester, we will meet in my office for 15–20 minute conferences. These will be one-on-one discussions of your course work, and they will give you a chance to get detailed and personalized feedback from me on your writing and the directions your projects are taking. Conference attendance is mandatory. Any missed conference will count as an absence. If you need to reschedule a conference appointment, you must let me know before your scheduled appointment or the missed meeting will count as an absence.

Participation:
To ensure that class discussions create a supportive but challenging environment within which students can test new ideas and writing techniques, you should come to every class prepared to participate fully in class discussions and activities. Take notes on the assigned readings and be prepared to offer your thoughts and/or questions.

Essay Formatting:
The purpose of having you write both a draft and a revision for each paper is so that you have the opportunity to turn a good essay (your draft) into a great essay (your revision). Therefore, I encourage you to treat all drafts as though they are final drafts. Moreover, while I don’t formally assign grades on drafts, they are a component of your final essay grades.

In this course, an “acceptable” draft or revision is one that: 1) contains a complete argument; 2) meets the minimum required page length for the assignment; 3) properly cites all primary and secondary sources; and 4) has been spell-checked and proofread for typos and grammatical errors.

In addition, all assignments should be typed in 12-point, Times New Roman font, double-spaced, with 1-inch margins (not 1.25 inches; check the page format). Your last name and a page number should occupy the right-side header of each page after the first page.

Mistakes do happen, but in general, submissions that deviate from these basic guidelines will be returned to you unread, you will be given 24 hours to fix the problem(s) with your work, and your final grade for the assignment will be docked 1/3 letter grade.
Students should use the Modern Language Association (MLA) citation format to cite secondary sources. Basic instructions regarding the MLA style are included on the Purdue Online Writing Lab (OWL) website: https://owl.english.purdue.edu/owl/section/2/11/. If you would prefer to use another common citation style with which you are more familiar, please let me know.

**Late Work:**
In general, extensions will not be granted unless there are extreme, extenuating circumstances. If it is absolutely necessary to turn a paper in late, please see me as soon as possible to negotiate an extension. *Papers will lose 1/3 of a grade for every day they are late* (i.e. a B paper will receive a B- if it is turned in one day late).

If you take advantage of the Writing Center (see below), you may hand in a completed Consultation Overview Form in place of your *revision* (and only the revision) for a 24-hour extension. If you attend a writing seminar offered by the Writing Program, you may also receive a 24-hour extension on your next revision. No more than two (2) extensions, or a total extension of 48-hours, are allowed for each revision deadline.

**Writing Center:**
The Writing Center offers one-on-one writing tutorials with trained and experienced consultants. Visit http://www.brandeis.edu/writingprogram/writingcenter/index.html to get a better idea of what the Writing Center offers or to sign up for an appointment. When you visit the Writing Center, you may have your consultant fill out a Consultation Overview Form, which will earn you a 24-hour extension on the revision of any paper (only one such extension is allowed per paper, and the consultation must be about the paper for which you are seeking an extension).

**Academic Integrity:**
You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/svpse/academicintegrity/). Faculty will refer any suspected instances of alleged dishonesty to the Academic Integrity Office. Instances of academic dishonesty may result in sanctions including, but not limited to, failure on the assignment in question, failure of the course, and/or suspension from the University and/or educational programs.

**Special Needs:**
If you are a student with a documented disability on record at Brandeis University and you wish to have a reasonable accommodation made for you in this class, please contact me as soon as possible so that we can make suitable arrangements.

**Laptops and Cell Phones in Class:**
Laptops and cell phones tend to be distracting to me and to other students, in part because the temptation to take “just a second” to check email or web updates is hard to resist. Since distractions are especially problematic in discussion-based courses, all electronic devices should be turned off and stowed away during class. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please see me to discuss this. If you need to leave your cell phone in “silent” mode because of an emergency, please let me know at the start of class.

*On days when we are workshopping your pre-draft assignments or essays, you may use your laptop during the workshop instead of bringing a hard copy of your assignment to class.* However, *if I observe you using your laptop for non-course-related functions, your class participation grade for the semester will be reduced.*
PROVISIONAL COURSE SCHEDULE

All assignments should be uploaded on LATTE by 12pm on the day they are due. Essay drafts and revisions should also be submitted in hard copy at the beginning of class on the day they are due. Assignments and/or due dates are subject to change with advance notice to accommodate the needs of the class.

UNIT 1: WHAT IS CLOSE READING?

Week 1

Aug 31  •  In-class: Introduction to UWS and to studying the Bible; discussion of elements of the academic essay; writing diagnostic

Sept 2  •  Reading Assignment:
  o  Course Syllabus
  o  Brettler, *How to Read the Jewish Bible*, 7–17
  o  McKenzie, “Not Exactly as It Happened,” 25–38
  o  Genesis 1–3, 9:18–29 (and skim Genesis 10)
  •  Writing Assignment: By 12pm on Wednesday, please post 250 words on LATTE discussing 2–3 questions the readings raised for you about the Bible or biblical historiography. Reminder: For this and all other written assignments in this course, if you include a quotation, paraphrase, or summary from one of our readings in your work, be sure to cite your source using the following format: (author_last_name page_#) → (Brettler 19)
  •  In-Class: Discussion of Brettler and McKenzie; introduction to close reading and analysis; close reading of Genesis passages

Week 2

No class on Monday, September 7; Thursday is a Brandeis Monday

Sept 9  •  Reading Assignment:
  o  Amit, “The Power of Stories,” 1–9
  o  *NOAB*, “The Ancient Near East and Ancient Israel to the Mid-First Millennium,” 2236–42
  o  Exodus 32
  •  Writing Assignment: By 12pm on Wednesday, please post 250 words on LATTE discussing 2–3 questions the readings raised for you about ancient Israelite history or religion.
  •  In-Class: Discussion of Amit and the readings on ancient Israelite culture; close reading of Exodus 32; introduction of essay 1 assignment

Sept 10  •  Reading Assignment:
  o  Essay 1 primary sources
  o  *Write Now!*, “Pushing Observations to Conclusions,” 61; and “Linking Evidence to Claims,” 62–66
  •  Writing Assignment: none
  •  In-Class: Discussion of essay 1 primary sources; close reading for evidence; citing ancient/primary sources
Week 3  
No class on Monday, September 14

Sept 16  
- Reading Assignment: *Write Now!*, “Moving from Description to Analysis,” 67–72  
- Writing Assignment: Pre-draft 1.1 due Wednesday by 12pm  
- In-Class: Deriving a thesis from evidence; motive; crafting an introductory paragraph

Week 4  
No class on Wednesday, September 23

Sept 21  
- Reading Assignment:  
  - *Write Now!*, “Making a Thesis Evolve,” 73–85  
  - *Write Now!*, Close Reading Essays, 2–17  
- Writing Assignment: Pre-draft 1.2 due Monday by 12pm  
- In-Class: Demonstrative paragraphs (presenting evidence and analysis); thesis workshop; introduction to peer review (using *Write Now!* essays for workshop)

Week 5  
No class on Monday, September 28; Tuesday is a Brandeis Monday
Essay 1 Conferences, Thursday–Friday

Sept 29  
- Reading Assignment: *Write Now!*, “The Function of Conclusions,” 86–89  
- Writing Assignment: Draft of Essay 1, with cover memo, due on LATTE by 12pm on Tuesday; bring two (2) hard copies to class  
- In-Class: Writing conclusions; fixing problem sentences

Sept 30  
- Reading Assignment: Peer essay  
- Writing Assignment: Peer review memo due on LATTE by 12pm; bring one (1) hard copy to class  
- In-Class: Peer review and revision workshop

UNIT 2: HOW TO WORK WITH A TEXT AS A LENS

Week 6  
No class on Monday, October 5

Oct 7  
- Reading Assignment: none  
- Writing Assignment: Revision of Essay 1, with cover memo, due on LATTE by 12pm; bring one (1) hard copy to class  
- In-Class: Discussion of essay 1 lessons learned; introduction of essay 2 assignment

Week 7

Oct 12  
- Reading Assignment:  
  - Barker, *Making Enemies*, Chapter 3  
  - *Write Now!*, “What to Do with the Reading,” 90–94  
  - Genesis 25:19–34  
- Writing Assignment: By 8pm on Wednesday, please post 250 words on LATTE discussing 2–3 questions the Barker reading raised for you about how we create enemy narratives  
- In-Class: Introduction to lens analysis and discussion of the lens text
Oct 14
- Reading Assignment:
  - Essay 2 primary sources
  - Essay 2 background reading
- Writing Assignment: Pre-draft 2.1 due by 12pm
- In-Class: Discussion of essay 2 sources and background reading

Week 8

Oct 19
- Reading Assignment:
  - *Write Now!,* Lens Essays, 20–35
  - Parfitt, *Writing in Response,* pp. 161–168
- Writing Assignment: none
- In-Class: Thesis and motive in a lens essay; structuring a lens essay; background paragraphs

Oct 21
- Reading Assignment: none
- Writing Assignment: Pre-draft 2.2 due by 12pm
- In-Class: Summary, paraphrase, and quotation; citing secondary sources

Week 9

**Essay 2 Conferences, Wednesday–Thursday**

Oct 26
- Reading Assignment: none
- Writing Assignment: *Draft of Essay 2,* with cover memo, due on LATTE by 12pm; bring three (3) hard copies to class
- In-Class: Writing mechanics workshop; stitching

Oct 28
- Reading Assignment: Peer essays
- Writing Assignment: Peer review memos due on LATTE by 12pm; bring one (1) hard copy of each memo to class
- In-Class: Peer review and revision workshop

UNIT 3: THE RESEARCHED ARGUMENT

Week 10

**Essay 3 Topic Conferences, Thursday–Friday**

Nov 2
- Reading Assignment: none
- Writing Assignment: *Revision of Essay 2,* with cover memo, due on LATTE by 12pm; bring one (1) hard copy to class
- In-Class: Discussion of essay 2 lessons learned; introduction of essay 3 assignment; framing a research question

Nov 4
- Reading Assignment: Essay 3 primary sources
- Writing Assignment: By 12pm, please post on LATTE 1–2 paragraphs discussing your initial thoughts on a potential research topic for essay 3. Be sure to address why this topic interests you personally. (It is very important that you choose a topic that interests you, because if you are not interested, you will struggle to do a good job.)
- In-Class: Narrowing a research question; finding and evaluating sources (please bring your laptop to class)
**Week 11**

*Nov 9*
- Reading Assignment:
  - Essay 3 sources
  - *Write Now!, “What to Do with Secondary Sources,”* 95–98; and “Plagiarism and the Logic of Citation,” 99–101
- Writing Assignment: Pre-draft 3.1 due by 12pm
- In-Class: Compiling an annotated bibliography; citing secondary sources

*Nov 11*
- Reading Assignment: Essay 3 sources
- Writing Assignment: FLIP Session Pre-Work (on LATTE) due by 12pm
- In-Class: FLIP Session – class will meet in the Library (in Vershbow)

**Week 12**

*Nov 16*
- Reading Assignment: *Write Now!, Research Essays,* 38–58
- Writing Assignment: none
- In-Class: Working with multiple sources

*Nov 18*
- Reading Assignment: Essay 3 sources
- Writing Assignment: Pre-draft 3.2 due by 12pm
- In-Class: Thesis, motive, and structure in a research essay

**Week 13**

No Class November 23–27

**Week 14**

*Nov 30*
- Reading Assignment: none
- Writing Assignment: Pre-draft 3.3 due by 12pm
- In-Class: Workshop on pre-draft 3.3; please bring one (1) hard copy to class

*Dec 2*
- Reading Assignment: none
- Writing Assignment: none
- In-Class: Framing in a research essay; please bring your most significant secondary source to class for use during this discussion

**Week 15**

**Essay 3 Draft Conferences, Wednesday–Thursday**

*Dec 7*
- Reading Assignment: none
- Writing Assignments: *Draft of Essay 3,* with cover memo, due on LATTE by 12pm; please bring three (3) hard copies to class
- In-Class: Writing mechanics workshop

*Dec 9*
- Reading Assignment: Peer essays
- Writing Assignment: Peer review memos due by 12pm
- In-Class: Peer review and revision workshop; review of course; course evaluations (please bring your laptop to class)
  
  - *Revision of Essay 3,* with cover memo, due on LATTE by 12pm on Wednesday, December 16
  - *Portfolio review memo* due by 12pm on Friday, December 18