

Welcome to Rapid Reading I!

Please find a downloadable, more aesthetically pleasing syllabus [here](#) or in the Files tab.

CLAS-HEB 130AR
Rapid Reading Classical Hebrew I
The Former Prophets: x x'™ xx™ x x"xx©x•x x™x
Fall 2024

Instructor: David A. HANNAN (he/him/his) Course Supervisor: Prof. Julia RHYDER
EMAIL: davidhannan@g.harvard.edu EMAIL: juliarhyder@fas.harvard.edu

Office Hours: TBA or Zoom by appointment.

Course Description:

This course is designed to help students increase their reading fluency with Classical Hebrew (in the Tiberian tradition), deepen their knowledge of Hebrew morphosyntax, and expand their Hebrew vocabulary by covering large areas of biblical Hebrew narrative from the Former Prophets. In the process, students will be exposed to Hebrew prose materials that are key to understanding the history of ancient Israel and Judah and the formation of the Hebrew Bible.

Prerequisites: Classical Hebrew AA/AB sequence, CH 120a, and 120b, or equivalent to two years of academic study of Classical Hebrew.

Diversity and inclusion

This course values diverse perspectives and experiences, and welcomes diverse identities (including race, religion, gender, sexuality, ability, class). If something is said in class that makes you feel uncomfortable, please talk to the course instructor about it. This course builds on a rich history of academic research. But we also acknowledge that academia has historically privileged a small subset of voices and still has a long way to go in terms of its diversity and inclusiveness. While I have made efforts to ensure that this course includes academic writings from a diverse group of scholars, limits still exist on this diversity. Any suggestions of academic readings that could be added to this course to provide more diverse perspectives would be most welcome.

Academic integrity:

Members of the Harvard College community commit themselves to producing academic work of integrity — that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Important links for academic integrity:

- The Harvard College Honor Code
- Academic Integrity in the Harvard College Handbook
- Harvard Guide for Using Sources

Accommodations for differently abled students:

Any student needing academic adjustments or accommodations because of a documented disability should contact the Accessible Education Office (AEO) to obtain a faculty letter and speak with the instructor by

the end of the second week of the term (September 12th) so that all necessary accommodations can be instituted. All discussions will remain confidential, though AEO may be consulted to discuss appropriate implementation of accommodations.

HDS Students who need to request official accommodations should contact Steph Gauchel, Assistant Dean for Student Affairs, as soon as possible (Divinity 204, sgauchel@hds.harvard.edu, 617-496-3091). You will need to provide them with a request of the accommodations sought and documentation of the functional limitations due to medical circumstances or a disability that substantiates your request. Students who are registered in GSAS or FAS should contact the Accessible Education Office, AEO@fas.harvard.edu, 617-496-8707.

Recommended Textbooks:

1. Athas, G., et. al. (eds.). *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Peabody: Hendrickson/German Bible Society, 2015.
2. Jou^hon, P., and T. Muraoka. *A Grammar of Biblical Hebrew*. Revised English Edition. Roma: Editrice Pontificio Istituto biblico, 2006.

Evaluation:

Students will be evaluated according to the following tasks:

Attendance and Participation 40%
Student-Led Class Instruction 20%
Midterm 10%
Final Exam 30%

Letter grades for assignments ranging from A to C+ in this course will correspond to the below percentage ranges:

A 93% B+ 87 - 89% B- 80 - 82%
A- 90 - 92% B 83 - 86% C+ 77 - 79%

Classroom Procedure/Recommended Preparation

Class time will be spent exclusively on reading the Hebrew text and discussing questions it raises. Therefore, thorough preparation of the assigned reading for the day is essential. Further, in order for class time to be as productive as possible, students are expected not only to have read the required Hebrew text for a given class meeting, but to generate at least two to three questions about the text to discuss during class. These questions should be submitted via email to the instructor before midnight on Tuesdays before the class meeting. Ideally, these questions should focus on an issue of orthography, phonology, morphology, syntax, or lexical semantics encountered in the assigned reading. This is to ensure that the student does not move past an assigned reading without the opportunity to, e.g., know how to parse/translate a difficult form that could be on an exam. If the student did not encounter any such challenges in the assigned reading, then the questions may be of a more technical or theoretical nature pertaining to (but not limited to): the historical development of the Hebrew verbal system, discourse analysis of Hebrew, linguistic features, Hebrew diachrony/synchrony, cultic, socio-cultural, or historical setting(s), comparison with other Ancient Near Eastern texts, text-criticism and/or a note in the critical apparatus of the BHS. Your instructor will also draw attention to such features when relevant and as time permits, but students will learn more by beginning to pursue such areas of inquiry on their own and bringing them to the beginning-of-class discussions. :)

Student-Led Class Assignment:

Students will select one class meeting from the course calendar on which they will perform the role of the course instructor. The expectation for this assignment is that the student will prepare the text assigned for the day in even greater detail and rigor than they would normally and come prepared to facilitate the class discussion of the assigned reading, giving a 10-minute presentation at the beginning based with a

overview of the most difficult verbal forms in the reading selection, an interesting morphosyntactic or lexical feature, and/or a few text-critical issues from the BHS apparatus. This will be graded based on the clarity of presentation and facilitation. Assignment subject to change depending on course enrollment.

Course Schedule (flexible and subject to change)

Class #1

Thursday, September 5th

Course Overview; Lecture: Introduction to the Deuteronomistic History

Reading: Joshua 1:1-12:24

Class #2

Thursday, September 12th

Reading: Joshua 13:1-22:34

Class #3

Thursday, September 19th

Reading: Joshua 23:1-Judges 9:21

Class #4

Thursday, September 26th

Reading: Judges 9:22-Judges 20:29

Class #5

Thursday, October 3rd

Reading: Judges 20:30-1 Sam 12:17

Class #6

Thursday, October 10th

Reading: 1 Sam 12:18-1 Sam 21:16

Class #7

Thursday, October 17th

Reading: 1 Sam 22:1-2 Sam 3:13

Midterm Examination: First 45 minutes.

Class #8

Thursday, October 24th

Reading: 2 Sam 3:14-2 Sam 15:9

Class #9

Thursday, October 31st

Reading: 2 Sam 15:10-2 Sam 24:10

Class #10

Thursday, November 7th

Reading: 2 Sam 24:11- 1 Kings 8:21

Class #11

Thursday, November 14th

Reading: 1 Kings 8:22-1 Kings 16:34

Class #12

Thursday, November 21st

Reading: 1 Kings 17:1-2 Kings 4:23

Thanksgiving Recess Wed Nov 27 – Sun Dec 1

Class #13

Thursday, December 5th

Reading: 2 Kings 4:24- 2 Kings 15:11

Class #14:

Reading: 2 Kings 15:12- 2 Kings 25:30

Final Exam: Date TBA