 COURSE DESCRIPTION

This course aims to acquaint the student with a versatile, ramified array of movies which are based on characters [heroes and heroines], motifs, chronicles, events and plots from the Hebrew Bible. Screening those Biblical movies will be done after thorough, detailed, analytical discussions of the Biblical texts on which those Biblical movies are based.

In light of the above, the structure of the course is the following:

(A) Addressing, discussing, analyzing in great detail the Biblical texts (stories, events, motifs, chronicles, plots, characters [heroes and heroines]) on which the Biblical movies are based. For that purpose the students will have a booklet (compiled by the course's professor) that includes all the Biblical texts on which the Biblical movies are founded. Compiling all relevant Biblical texts in one booklet meets the students' convenience and also ensures that all the students use the very same English translations of the discussed Biblical texts. Only after analyzing thoroughly, meticulously a certain Biblical text, the movie which is based on that Biblical text will be screened.

(B) Watching the screened Biblical movies.
(C) Discussing systematically, in great detail, the variety of ways in which the Biblical movies "obey" the Biblical texts, or the opposite, deviate from them. What are the artistic and ideological functions which are generated and yielded by those similarities and differences? Those ideological functions may be liturgical, moral, historical, social, political and others. Does the movie try to beautify the Biblical original/textual reality? If yes, in what way? And for what purpose? Does the movie "echo" fastidiously the characteristics of the Biblical characters, the ways those characters (heroes and heroines) are portrayed in the Biblical text? And if the movie deviates from the original characteristics of those Biblical heroes and heroines, for what purpose does it do that? Does the movie try to soothe acts of cruelty and brutality in the Biblical text, or the opposite, does the movie exhibit in a cruel, ferocious fashion acts which are mellow and serene in the Biblical text? And what are the possible purposes for all those discrepancies? In what way does the movie reflect the original Biblical/textual milieu? Is the movie's milieu in congruence with the Biblical text's milieu or does it deviate from it? Does the movie reflect "obediently" the pace of the unfolding chronicles in the Biblical text? Does the movie speed up that pace, or the opposite, does it slow it down? Does the movie reflect accurately the physical scenery of the Biblical text?

Can one discern different perspectives of narration in both the Biblical text and in the Biblical movie? Can a movie "convert" a marginal character in the Biblical text into a prominent, paramount character in the Biblical movie (or vice versa)? And if yes, for what possible purpose? In what way the entertainment function of the Biblical movie "distorts" the factual reality of the Biblical text? In short, what is the nature of the variegated, ramified, complex reciprocal relations between the Biblical text on which the movie is based and the Biblical movie? And what can one learn from those intricate, intertwined relations?
**KINDLY NOTE**
In case the pace of conducting the class will not allow watching and discussing all the 15 movies hereby listed; as well as analyzing all relevant Biblical texts (which is quite likely) the selection of the movies that will be watched and discussed (as well as the scrutinized Biblical texts) will be done very attentively through the duration of the semester. The students' preference will be taken into very serious consideration. In this respect, the students will have a role in forming the class, and that role will be respected.

**WEEK BY WEEK:**

**DISCUSSIONS OF BIBLICAL TEXTS; SCREENING BIBLICAL MOVIES; DISCUSSIONS OF BIBLICAL MOVIES IN LIGHT OF DISCUSSED BIBLICAL TEXTS**

**WEEK 1**
The Bible: In the beginning

**WEEK 2**
Adam and Eve: the first iniquity in the Garden of Eden; the loss of innocence and the loss of immortality of human beings; the eviction of Adam and Eve from the Garden of Eden

**WEEK 3**
Lot and the destruction of the sinful cities of Sodom and Gomorrah

**WEEK 4**
Abraham
**WEEK 5**
Joseph in the land of Egypt

**Week 6**
Moses

**Week 7**
David and Bathsheba

**Week 8**
Noah, the Flood and the Ark

**WEEK 9**
Isaac and Rebecca

**WEEK 10**
David and Goliath

**WEEK 11**
Esther

**WEEK 12**
The Story of Ruth

**WEEK 13**
Samson and Delilah

**WEEK 14**
The story of Jacob and Joseph


WEEK 15
Walking the Bible

GOALS AND LEARNING OUTCOMES OF THE COURSE

(1) Coaching the student to be a prudent, discriminating viewer of movies which are based on Biblical chronicles, events, plots, motifs and characters. This way the student will learn to discern systematically the ramified, unique ways in which those Biblical movies "enlist" and utilize Biblical topics, plots and characters.

(2) Educating the student to be an enlightened scholar who can analyze intelligently the intricate reciprocal interactions between Biblical movies and the Biblical texts on which those Biblical movies are based. The student will also learn to articulate effectively the various artistic and ideological functions which are yielded by those reciprocal interactions.

(3) Training the student to express his/her thoughts, statements, ideas and observations in a clear, systematic fashion.

READING LIST

(1) Aristotle (384 BCE - 322 BCE). POETICS (in English Translation). W.J.Bates Ed. CRITICISM: THE MAJOR TEXTS. Harcourt Jovanovich. NY, 1970; pp.19 - 39. KINDLY NOTE: Since film is drama, and since the very classical text of drama (both tragedy and comedy) is Aristotle's POETICS, it is essential that the student will be acquainted with Aristotle's POETICS.


**BOOKLET**

For the student's convenience, the booklet issue (already introduced) is hereby repeated as part of the reading list. As previously noted, throughout the duration of the entire semester, a selection of Biblical texts will be discussed and analyzed meticulously. The Biblical films which will be screened and discussed throughout the semester are based on the chronicles, plots, events, motifs, and characters (heroes and heroines) of those texts. In order to meet the student's convenience, as well as in order to make sure that all the students share the very same English translations of those Biblical texts in focus, the course's professor compiled a booklet that includes all those Biblical texts. The booklet also includes a very detailed, comprehensive syllabus of the course.
The booklet can be purchased at Clark Graphics on 2914 North Oakland Avenue, Tel. 414 296 - 4633.

ASSIGNMENTS AND GRADING POLICY

- Class' Participation : 15%

- First Paper ( 5 pages double space ) : 20%

- Midterm Paper ( 7 pages double space ) : 25%

- Final Paper ( Take Home Exam ; 8 pages double space ) : 40%

- Taking notes during ALL sessions throughout the entire semester

- Reading attentively ALL bibliographic materials. Displaying solid acquaintance with bibliographic materials during advanced class' discussions.

Topics of the papers will be notified throughout the duration of the semester. The students will have plenty of time to write the papers. Students are STRONGLY encouraged to take detailed notes during the class' discussions. Those notes will prove to be very valuable for writing the papers. Yet, the students are equally encouraged to display in their papers their own creativity and originality. About two weeks prior to the deadline of submitting the papers, the professor will review in great detail the material that should be included in the papers.
Also, the professor will be always more than happy to respond to students' questions and to meet all their academic needs. The students are requested to prepare themselves for the class' discussions by reading attentively prior to the class' discussions the relevant Biblical texts clustered in the booklet.

**KINDLY NOTE**
Throughout the duration of the entire semester the students will be required to display solid acquaintance with the bibliographic materials included in the reading list.

**KINDLY NOTE**
Students with disabilities and special needs, as well as soldiers, police officers and fire fighters, will be me by utmost understanding, respect, help and encouragement.