REL1030 - Introduction to the Bible
Course Outline

Course Coordinator: Grahame Feletti, PhD
Ph: 0429 455 243
Fax: 4945 5243
Email: feletti@hunterlink.net.au
Consultation hours: (9am-5pm by phone; or 24h by email) Mon-Wed during semester.

Lecturer OT studies: Ed Parker, PhD
Ph: 4934 7517
Email: kaloslogos@bigpond.com

Lecturer NT studies: Fergus King, DTh
Ph: 4943 0103
Email: revfking@bigpond.net.au

Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods: Lecture, Seminar

Brief Course Description
This course introduces students to the Old (OT) and New Testaments (NT), their development and their contexts. Introductions are given to the literary types of the Bible, the specific issues raised by the treatment of the OT and NT as distinct bodies of writings, and the contexts (Judaic, Graeco-Roman and Early Christian) which provided the crucible for their formation.

Further attention is directed towards the ways in which the Bible has been read and interpreted particularly in the modern _Higher Criticism_. The course provides an introduction to the movements within Higher Criticism and encourages students to develop a critical appreciation of each. Particular attention is given to examining cultural factors in the interpretation of these texts.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 13 February 2007
The presuppositions and prejudices underlying particular critical approaches are examined. Contemporary literary theory and hermeneutics are used to inform the question of where the meaning of the Bible can be located, and to make students aware of the difficulties in claiming objective readings of texts. Students will also examine how literary theory influences contemporary biblical scholarship as well as more recent approaches such as narrative theology and social-scientific criticism.

Students will deal with questions relating to the historical background of individual texts as part of a wider study of the environment of the Bible. They will also examine difficulties relating to the formation of the biblical texts as currently constituted and the formation of the OT and NT canons in all their diversity: it will include examination of the Apocrypha and the Septuagint. Students will note how the formation of various canons also has an impact on their interpretation. This will lead, ultimately, to consideration of the historical and theological issues relating to biblical studies.

Practical skills are a strong component of the course. Students will be taught how to transliterate and verbalise Biblical Hebrew and Koine Greek to assist their reading of secondary literature. Introductions are given to different textual, linguistic, lexical and interpretative resources available as well as the particular jargon and shadings of argument used in biblical scholarship. Thus a critical approach to reading even classic interpretations should be fostered. These skills are practiced in lecture and colloquy by attending to selected texts which raise specific exegetical questions; these examples illustrate the methods being described.

The course assumes no prior knowledge of the Bible or of the environments which formed it.

The New Revised Standard Version will be the basic text reference for this course: students are recommended to own a copy which includes the Apocrypha.

**Contact Hours**

Seminar for 2 Hours per Week for the Full Term
Lecture for 1 Hour per Week for 13 Weeks
3 contact hours per week for 13 weeks through 1 hour lecture, plus 2 hours of seminar based on lecture and/or workshop based on set-text. Course commences in Week 1 of Semester 1.

**Learning Materials/Texts**

**Course Objectives**

The aim of the course is to enable students to:

" select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
" articulate the shaping influences, both historically and in contemporary settings, of context upon theological issues and key texts of the Bible;
" identify or allow a reading of biblical texts to interpret issues relating to the public arena or world events;
" communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.
" use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material.
“exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;

“use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.

“develop and meet professional standards and requirements for the handling of biblical material.

**Course Content**

**Lectures**

Students will be required to attend two one hour lectures each week. Themes for the lectures will include: an overview and rationale of the Old and New Testaments; relevant history and culture of the times; transliteration, linguistic conventions and academic nuances in studying biblical literature; and strategies for exegesis.

**Seminars**

Students will be required to attend and contribute to, or lead discussion in a one hour seminar each week. Its topic will be based on the lecture theme(s) and assigned reading will be identified or provided at the start of the course. Written summaries or reflections based on discussions will be part of the assessment regime of the course.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essay Type</th>
<th>Word Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>1500 words</td>
<td>30%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>1500 words</td>
<td>30%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>1500 words</td>
<td>30%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>1500 words</td>
<td>30%</td>
</tr>
</tbody>
</table>

This will contribute 10% to the final mark. Students will be required to complete three written assignments in this course (1500 words each). The first essay/assignment must be submitted by week 4, and will contribute up to 30% of the final course mark. The second and third assessments will also contribute 30% each to the final course mark, and are due in weeks 8 and 12. Written guidelines for all assessments will be provided at the commencement of the course. As a pre-requisite to successful completion of the course, in normal circumstances students will also have attended and participated fully in the tutorials and workshops. This will contribute to 10% of final course mark.

**Assumed Knowledge**

No assumed knowledge. This is an introductory level course.

**Callaghan Campus Timetable**

**RELI1030**

**INTRODUCTION TO THE BIBLE**

Enquiries: School of Humanities and Social Science

Semester 1 - 2007

Lecture: Monday 9:00 - 10:00 [MCLG34]

and Seminar: Monday 10:00 - 12:00 [MCLG34]

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

______________________________
School of Humanities and Social Science
· copying or paraphrasing material from any source without due acknowledgment;
· using another’s ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.
Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2007
- For semester 2 courses: 31 August 2007
- For Trimester 1 courses: 16 February 2007
- For Trimester 2 courses: 8 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:
Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building

• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)

Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

------------------------------------------------------------- End of CTS Entry -------------------------------------------------------------

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their Studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

Hard copy submission:

- **Type your assignments.** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html](http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html)

- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - L-2, Student Services Centre, Callaghan or Ground Floor, University House, City

- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, address it to the School of Humanities & Social Science at the address on the top of page 1 of this document. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of all assignments to Turnitin via this course’s Blackboard website:
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**Return of Assignments**
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.
Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

COURSE RATIONALE
This is a foundational course in Biblical Studies. It will introduce students to the breadth of biblical literature and teach exegetical skills by introducing Old and New Testaments, including the Apocrypha. Special emphasis will be given to selected passages from both the Old Testament and the New Testament literature.

This course does not seek to provide the student with a ready-made theology. Rather, the aim is to facilitate the growth of critical thinking about Biblical traditions. (Three Abrahamic faiths are indicated within this literature: Jewish, Christian and Muslim.) The basic approach will be to study the primary source documents in the light of the vast scholarly literature that has accumulated.

The central rationale of the curriculum is to give students opportunities to understand the breadth of Biblical studies and, where relevant, to locate their own theological positions and understandings within a diversity of critical and theological positions. It thus allows students to develop their own critical and theological stance, aware of their own strengths and shortcomings.

The course offers core introductory skills for the necessary tasks of comparing, contrasting and evaluating key themes in Biblical studies; and will require students to begin to apply methodologies and approaches to their own reading and interpretation.

The seminar/tutorial programme will encourage students to engage critically with a diverse number of interpretative positions, to develop their own critical skills, and identify their own presuppositions and prejudices. The focus on examining the books of the Bible as products of their own particular context will also encourage students to examine whether their own reading of the text ignores questions which are not obvious from their own context (e.g. are there other concerns than ours?). It should thus broaden students’ horizons and enquiries.

Class Timetable for Semester
Classes will meet for a period of fourteen weeks, commencing Monday 19th February and finishing on June 4th, with a mid-semester break from Friday 6th April to Sunday 22nd April. The course is roughly divided into a 7-week introduction to Old Testament segment before mid-semester, and a 7-week introduction to New Testament segment after the break. Several common themes are pursued in both segments and the final week aims to integrate and reflect on the course as a whole.

Preparation for lectures and seminars
It is expected that the student will have read the assigned readings for each week’s seminar, and will attend all lectures and seminars.

Course lecturers will assist students in recognising the appropriate reference books and journals in theology. Several sources of excellent information in summary form are found in good quality Bible dictionaries such as Interpreter’s (5 volumes) and Anchor (6 volumes). [These two major dictionaries adopt quite different approaches.]

Student Assessment
Students are required to submit all written assignments in electronic form via Blackboard as well as a hard copy. The hard copy may be handed in during the class session, or to the Student Hub, on the dates given below. Students can expect to receive feedback on the written assignments and seminar task. Assessment is based on the stated course learning objectives (as indicated for each assignment), in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).

The three written assignments are of equal weight, and must be in by 5pm on the due dates. The seminar leadership task must be completed before the due date.
<table>
<thead>
<tr>
<th>Task</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Old Testament (1500w.)</td>
<td>30%</td>
<td>March 26</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>Mixed OT &amp; NT (1500w.)</td>
<td>30%</td>
<td>May 21</td>
</tr>
<tr>
<td>Essay</td>
<td>New Testament (1500w.)</td>
<td>30%</td>
<td>June 4</td>
</tr>
<tr>
<td>Seminar leadership</td>
<td>Topic and date assigned by course teachers</td>
<td>10%</td>
<td>Before June 4</td>
</tr>
</tbody>
</table>

Formative Assessment.
Students may submit a draft assignment up to 2 weeks before the due date of each written task - if they seek informal advice to improve the quality of their work. This draft is for feedback only. No grade will be given, nor is it a submission by default.

Grading (Summative Assessment).
Assignment marks and seminar contribution will determine overall course grade. Both grading and feedback will use a standards-based assessment model. These processes will be explained in the first session.

Leading a Seminar
Besides reading prior to each weekly seminar, each student will receive written instructions, dates and topics for leading a seminar and reflecting on the session. The student must give the lecturer a written outline (max. 200 words, dot-points on one A4 page) of the intended group process, main points and bibliography used, before the session. One week after, the student must provide an oral debriefing or written summary (200 words) of the session outcomes, and what could have been done differently to improve the seminar. A standard report form will be used to provide feedback on their seminar planning and leadership skills on this task.

Written Assignments
The three written tasks for summative assessment (ie. marks contribute to the final grade) are sequenced during the semester to assist student progress with timely feedback. A standard report form will be used to assess and give feedback on written assignments.

Students should note. 1500 words may seem quite constricting, but this course emphasises skills in writing balanced, insightful, succinct essays. Tasks 1 and 3 need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail. For this first year course, a bibliographic list of 5-6 significant references is expected. The 1500 word count does not include footnotes, bibliography or appendices.

Students are encouraged to use the conventions for citations and abbreviations found in the SBL Handbook of Style. An extract (pp. 64-7) will be made available to students in class and/or online via Blackboard for this course.

Assignment 1 (1500 words). Must be submitted by 5pm on March 26.
Answer one of the following 4 topics.

1) It has been suggested that the Old Testament has served as a theological guidance system for the development of Judaism, Christianity and Islam. Discuss the validity or the invalidity of this assertion.

2) What important things can we learn from the Apocrypha? What loss has happened in the Christian church because of the widespread neglect of this textual material?
3) Select a passage (no more than 20 verses from the Old Testament) and after developing its context and setting, describe its theological impact on you as a reader in 2007. NB: you will need to register the passage with the course lecturer (EP).


Course Learning Objectives assessed in Assignment 1 include:
- exegesis and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.

Assignment 2 (1500 words) Take-home mid-term exam. Questions will be available on May 7, and written answers must be submitted by 5pm on May 21. Students will answer a total of 8 questions in short essay form [approximately 200 words each]

Course Learning Objectives assessed by questions 1-8 include:
- exegesis and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.
- use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material
- identify or allow a reading of biblical texts to interpret issues relating to the public arena or world events;
- articulate the shaping influences, both historically and in contemporary settings, of context upon theological issues and key texts of the Bible.

Assignment 3 (1500 words) Must be submitted by 5pm on June 4


Learning objectives assessed by this assignment include:
- exegesis and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- develop and meet professional standards and requirements for the handling of biblical material.
Old Testament themes (Weeks 2-7)

Week 2 (26 February)

Beginnings are Important
- Different ways of reading Genesis 1:1
- Different ways of translating the Bible, e.g. dynamic, formal and paraphrase (looking at NRSV, Jerusalem and Smith and Goodspeed)
- Examining some of the outcomes and implications

What do texts tell us?
- The two creation accounts, Genesis 1:1-2:4a & 2:4b-3:24
- Oral traditions and a stylized approach
- History, salvation history, story, etc. (Is history ever objective?)
- Myth-breaking texts and affirming texts


Week 3 (March 5)

Text foundations and presuppositions
- The Pentateuch, a strong foundation
- General structure of each book: Genesis, Exodus, Leviticus, Numbers, Deuteronomy
- Announcements of Plot in the book of Genesis

Looking a little closer
- Exodus theology
- Exodus 20:1-17
- The book of Leviticus


Week 4 (March 12)

The Great Revision
- Deuteronomy: a controlling hand in Joshua to 2 Kings
- Israel and Judah, king lists
- Have you played inside the circle? The revision constrictions (relegated like Omri)

Some Party Politics, what did caucus say?
- Deuteronomy 12 and Jerusalem
- 2 Samuel 7 and David
- Sinai traditions


Week 5 (March 19)

I cannot see: Is there a prophet to show the way?
- What is a prophet? Do they predict? Distorted views!
- The canonical development of the Old Testament, a fingernail sketch
- The former and the latter prophets
- The major and the minor prophets
- The prophetic call in Jeremiah 1 and Isaiah 6: have you been trained in the protocols?
Wrestling with the prophets
- Micah 6:1-8
- The confessions of Jeremiah
- What do you see? A real prophet or a stereotype? (characterization: fully fledged, stereotypical or mere agent?)


**Week 6 (March 26)**
How to be wise? Do the wisdom traditions help (is there a magic bullet?)
- The wisdom texts in the Old Testament including the apocrypha (canonical and deuterocanonical – a handy device or ducking for cover?)
- The use of poetry and the Hebrew patterns of poetic structure
- The book of Psalms and Davidic skills (When a simple preposition changes the picture!)

Can criticism ever be helpful? Does the word always mean bad things?
- Hebrew textual issues and the manuscripts
- The Dead Sea Scrolls, what a find!
- The Septuagint, bad text or great insight?
- The Masoretic and working with vowels – what about the consonants?
- The Targums
- The wide ranging translation traditions


**Week 7 (April 2)**
Apocalypse Now!??
- The Genre: Apocalypse
- Apocalypticism, a social world
- Apocalyptic Eschatology versus Classical Prophecy
- General characteristics of “historical” and other worldly apocalypses
- 200 BCE to 200CE: a window of opportunity or just a coincidence?

Weird characters, nightmares or good dreams?
- The book of Daniel
- The court tales (Daniel 1-6, Joseph, Esther and Ahikar)
- The prophecies, the Maccabees and today
- Daniel 7-12
- Writing in Hebrew and Aramaic (Daniel: Hebrew>Aramaic>Hebrew) Just being smart, or is it part of the clue?


**New Testament themes (Weeks 8-13)**

**Week 8 (April 23)**
Who? What? When and Where? History and Culture of Palestine to NT Times
- Historical Introduction
- 2nd Temple Judaism
- Judaic Parties
- Graeco-Roman Philosophical Schools
• Graeco-Roman Religion (Olympian Cults, Mystery Religions, Imperial Cult)

“Don’t Force It; use a Bigger Hammer”: On Using the Right Tools- Critical Study of the NT
• Text Criticism
• Source Criticism
• Form Criticism
• Redaction criticism
• Canonical Criticism
• Structuralism
• Narrative Theology
• Socio-scientific Criticism


Week 9 (April 30)
The Gospel Truth
• What is a Gospel?
• Ancient Historiography
• Aretalogy
• The Graeco-Roman Novel
• Dating the Gospels & The Synoptic Problem
  1. 2 Source Hypothesis
  2. The Problem of Q
  3. Griesbach Hypothesis
  5. Johannine Priority

Private Correspondence, Circular Letters or Junk Mail? Writing to the Early Church
• What is an Epistle?
• Letter forms in the NT
  1. Particularity; 2. Catholicity
• Letters in the Ancient World
• Pseudepigraphy


Week 10 (May 7)
“I don’t like the look of this” - Apocalyptic Literature
• Roots of Apocalyptic
• Apocalyptic and Oppression
• Characteristics of Apocalyptic
• Reading Apocalyptic

First Aids for NT Study
• A Strategy for Exegetes
• Library Materials
• On-line Resources
• Presuppositions, Prejudices and Publishers

Week 11 (May 14)
It’s All Greek to me: Greek for NT Study
Would the Real Jesus please stand up (1)?

- **Teaching**
  1. Kingdom of God
  2. Parables and their Interpretation


**Week 12 (May 21)**

Would the Real Jesus please stand up (2)?

- **Titles**
  1. Messiah/Christ
  2. Rabbi/Teacher
  3. Son of David
  4. Son of God
  5. Son of Man
  6. Jesus in Other Faiths: A Quick Comparison to the NT Record
    1. Islam
    2. Hinduism
    3. Buddhism
    4. Unitarianism
    5. Mormonism

Would the Real Jesus please stand up (3)?

- **Miracles**
  1. Types of miracles
  2. The problem of interpreting miracles
  3. The significance of miracles

- **Meals**
  1. The Miraculous Meals
  2. Meals with others
  3. Mountain Meals
  4. Last Supper


**Week 13 (May 28)**

Blinded by the Light? - Paul of Tarsus

- **Biography**
- **The Pauline Corpus: Issues of Systematics**
- **Reckless Innovator or Bearer of a Legacy?**

And Now for Something Completely Different- John and the Beloved Disciple

- **The identity of John**
- **The Johannine writings**
- **The community of the Beloved Disciple?**
- **Historicity of John’s Gospel**

Week 14 (June 4)
- Review of topics and informal course evaluation by focus group

Bibliography

Old Testament segment


**New Testament segment**


Neyrey articles online at http://www.nd.edu/~jneyrey1/articles.html


## Semester Weeks, Dates, Lecture Topics and Assignments Due

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 19</td>
<td>Introduction to course, topics &amp; assessment</td>
</tr>
<tr>
<td>2</td>
<td>February 26</td>
<td>OT: Beginnings are important/What do texts tell us?</td>
</tr>
<tr>
<td>3</td>
<td>March 5</td>
<td>OT: Text foundations and presuppositions/ Looking a little closer</td>
</tr>
<tr>
<td>4</td>
<td>March 12</td>
<td>OT: The great revision/Party politics</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>OT: Prophets show the way/Wrestling with the prophets</td>
</tr>
<tr>
<td>6</td>
<td>March 26</td>
<td>OT: Wisdom traditions/Criticism Assignment 1 due.</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>OT: Apocalypse now?/Weird characters, nightmares or dreams?</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Friday 6 April to Friday 20 April 2007**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>April 23</td>
<td>NT: History &amp; Culture of Palestine to NT times/Tools for Critical Study of the NT</td>
</tr>
<tr>
<td>9</td>
<td>April 30</td>
<td>NT: The Gospel Truth/Private Correspondence</td>
</tr>
<tr>
<td>10</td>
<td>May 7</td>
<td>NT: Apocalyptic literature/First Aids for NT study</td>
</tr>
<tr>
<td>11</td>
<td>May 14</td>
<td>Greek for NT Study/Would the Real Jesus please stand up (1)?</td>
</tr>
<tr>
<td>12</td>
<td>May 21</td>
<td>NT: WTRJ please stand up (2)? Assignment 2 due.</td>
</tr>
<tr>
<td>13</td>
<td>May 28</td>
<td>NT: WTRJ please stand up (3)?</td>
</tr>
<tr>
<td>14</td>
<td>June 4</td>
<td>Review of Topics/Course evaluation Assignment 3 due.</td>
</tr>
</tbody>
</table>

**Examination period: Tuesday 12 June to Friday 29 June 2007**