THEO1030 - Introduction to the Bible
Course Outline

Course Co-ordinator: Ed Parker, PhD
Room: General Purpose Building GP226 (Office)
Lectures and Tutorials in MCLG42 Monday, 10.00am – 1.00pm
Ph: Messages through School Office on 4921 5213
Fax: Email: edmund.parker@newcastle.edu.au
Consultation hours: Mondays 9am-2pm on campus, otherwise by email

Course Overview

Semester 1 - 2010
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. 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.

Course Outline Issued and Correct as at: Week 1, Semester 1 2010

CTS Download Date: 1 February 2010
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 1 Hour per Week for the Full Term  
Lecture for 2 Hours per Week for the Full Term  
3 contact hours per week for 13 weeks through 2 hours lecture, plus 1 hour of seminar based on set-text.  
Course commences in Week 1 of Semester.

**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>Essays / Written Assignments</th>
<th>Two or more written assignments, which might include minor or major essays, tutorial papers, book reviews, online quiz, blogs, essay proposals, bibliographies or other similar exercises, totalling 1000-4500 words. 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other: (please specify)</td>
<td>Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course outline available in the first two weeks of semester.</td>
</tr>
</tbody>
</table>

Assumed Knowledge

No assumed knowledge. This is an introductory level course.

Callaghan Campus Timetable

THEO1030

Introduction to the Bible

Enquiries: School of Humanities and Social Science

Semester 1 - 2010

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Monday 10:00 - 12:00 [MCLG42]</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Seminar</td>
<td>Monday 12:00 - 13:00 [MCLG42]</td>
</tr>
</tbody>
</table>

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:
a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in *Late Penalty* (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

*Note: different procedures apply for minor and major assessment tasks.*

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

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

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td></td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Students work to ensure that all students</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>receive fair and equitable treatment at the</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>University. In doing this they provide</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>information and advice and help students</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic</td>
<td>resolve problems of an academic nature.</td>
</tr>
<tr>
<td>Awards</td>
<td><a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic</td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:Dean-Of-Students@newcastle.edu.au">Dean-Of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td></td>
<td>The University is committed to maintaining</td>
</tr>
<tr>
<td></td>
<td>and enhancing fair, equitable and safe work</td>
</tr>
<tr>
<td></td>
<td>practices and promoting positive</td>
</tr>
<tr>
<td></td>
<td>relationships with its staff and students.</td>
</tr>
<tr>
<td></td>
<td>There is a single system to deal with all types</td>
</tr>
</tbody>
</table>

School of Humanities & Social Science
### Rules Governing Professional Doctorate Awards


**General enquiries**

**Callaghan, City and Port Macquarie**  
Phone: 02 4921 5000  
Email: EnquiryCentre@newcastle.edu.au

**Ourimbah**  
Phone: 02 4348 4030  
Email: EnquiryCentre@newcastle.edu.au

---

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

**End of CTS Entry**

---

**Studentmail and Blackboard**: Refer - [www.blackboard.newcastle.edu.au/](http://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.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

---

School of Humanities & Social Science
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 thirteen weeks, commencing Monday March 1 and finishing on May 31, with a mid-semester break from April 2 to 11. The course is roughly divided into a 6-week introduction to Old Testament followed by a 6-week introduction to New Testament. Several common themes are pursued in both segments and the final week aims to integrate and reflect on the course as a whole. Class attendance dates are: March 1, 8, 15, 22, 29 April 12, 19, 26 and May 3, 10, 17, 24, 31.

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 Turnitin on the course Blackboard, as well as a hard copy. The hard copy may be handed in during the class session, or to the Student Hub. 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).
Detailed nature of Summative Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>1500 words – see OT topics below</td>
<td>25%</td>
<td>April 11</td>
</tr>
<tr>
<td>Essay 2</td>
<td>1500 words – see NT topics below</td>
<td>25%</td>
<td>May 16</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>See notes below</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Seminar leadership</td>
<td>Seminar leadership task (see notes and topics list below); plus 500 word write-up</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Quiz 1 – in class</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>March 22</td>
</tr>
<tr>
<td>Quiz 2 – in class</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>May 31</td>
</tr>
</tbody>
</table>

Class Quiz

Two short quiz tests (60 mins. duration each) ascertain students’ progressive growth in *understanding and applying* what they have learnt during the semester. These will each involve a selection of (5) short answer questions (100 words each) relating to work done in class. The quiz dates: **March 22 and May 31**.

Essays

The two essays must be in by 11.59pm on the due dates. Note the Sunday submission date for each essay. These two essays are sequenced during the semester to give students timely feedback on their progress, which will be reported back to each individual student.

Students should note that 1500 words may seem quite constricting, but this course emphasises skills in writing balanced, insightful, succinct essays. These need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail. For this first year course, a bibliographic list of at least 5-6 significant references is expected. The word count does not include footnotes, bibliography or appendices. It is expected that the student will use the Chicago / Turabian footnoting style.

Students are encouraged to use the conventions for citations and abbreviations found in the *SBL Handbook of Style*.

**Essay 1 (OT) topic, due for submission by 11.59pm on Sunday, April 11** (1500 words) via Turnitin. [Also, after electronic submission, bring an identical paper copy to class the next day, April 12]

Answer **one** of the following:

1) What have the New Testament authors, the early church fathers and the lectionaries done with regard to the interpretation of the Old Testament? How can one develop a legitimate Old Testament interpretation hermeneutic?

or

2) Exegete a passage from the Old Testament. This must not exceed 30 verses. You must negotiate with the lecturer the passage chosen.

**Essay 2 (NT) topic, due for submission by 11.59 pm on Sunday, May 16** (1500 words) via Turnitin. [Also, after electronic submission, bring an identical paper copy to class the next day, May 17]

Exegete the parallel passages in the parable of the wedding banquet (Matt 22:1-14 and Luke 14:15-24). To what extent do different authors and a different contexts change the meaning of the parable?
Seminar Leadership

Students in small groups, designated by the lecturer, will present during the semester one 30 minute seminar/tutorial, based on allocated set readings. To keep the standard high, the individual groups will work on the electronic Blackboard discussion with ongoing critique and suggestions from the course lecturer. This critique will indicate when the quality of the work is ready for class presentation. The 30 minutes is divided into two periods, the first of 20 and the second of 10 minutes. The first will take the form of an oral presentation by the student presenters, and the second will entail a guided discussion with the class. The lecturer reserves the right to extend the time if class discussion is vibrant. (Neither section to be presented with power point, often the student can hide behind the technology).

In the first half (didactic/teaching), student presenters are expected to demonstrate a grasp of the relevant information, insight as to the significance of this information with regard to biblical studies, and creativity in the way it is dealt with.

Before starting the seminar presentation the students will give the lecturer a typed outline of the proposed tutorial (not to exceed 500 words) This must be given to the lecturer early enough to copy for each student i.e. before the first break (50 minutes into the 3 hour lectures/tutorial). On the last part of this paper there should be up to five questions for discussion within the class, arising out of the seminar. It can be set out in abbreviated form including: [Names, student numbers, date and set reading title(s)].

The following criteria are part of the evaluation process:
1/ A clear presentation of the major issues (first part).
2/ Critical questions and evaluations leading into a participatory discussion (second part).
3/ Skills in leading the thirty minute process will contribute to the grade achieved.

At the beginning of the course students will be shown the higher academic skills required for each grade level (using Biggs' SOLO taxonomy).

The set readings are available electronically on the Short Loans website, or in some cases, in books kept in Short loans (this variation depends on copyright issues – if there is more than one chapter from the book, only one can appear electronically).

Set Readings and Student Reactions (Group tutorial participation)

Each student is required to participate in the weekly set readings. This participation will take the form of a single question arising out of the reading(s). The question will be limited to 25 words. However, it is expected that each student will in tabulated summary form present up to six points as to how they would suggest their question might arrive at a viable answer. This approaches the question from the point of view of process, rather than content alone.

The questions from all of the students will be handed to the lecturer at the beginning of class on an A4 typed sheet. It is expected that during the semester there should be ten such responses from each student worth 2 marks apiece. Obviously, class one does not have such because of its introductory nature. On the day when a student group presents their seminar, they are excused from such a submission, and day 13 is exempt. This leaves 10 occasions remaining.

What the lecturer will then do is take all of the class submissions, shuffle them and then for the next 20 minutes examine in an anonymous way as many questions as possible. The lecturer will make suggestions as to how the question could have been improved to make it a quality academic submission.

After the day for the set reading it is too late to submit a question for that topic.

A Prize, A Prize, A Prize!!

Bring a funny cartoon, quote or quip about either the Old or New Testaments including Christianity for the class to see. The winner over the semester will get a small prize. Remember, do not offend any religious group, particularly those groups that are very sensitive.
TOPICS AND SET READINGS for Lectures and Seminars in THEO1030

Helpful texts:

Old Testament/

New Testament/

(Note) The set readings are not always tied to the immediate discussion in class, they move through the Old Testament and then the New Testament. In real time because these set readings will be used in the Seminar leadership and Tutorial participation they will be focused by each student when they present. In reality this will mean that the different time sequences of the class and of the seminars will serve to reinforce each other.)

**Week 1 (March 1)**
General introduction to the course and setting the tone academically

**Week 2 (March 8)**
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

OT First Readings:


**Week 3 (March 15)**
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

OT Second Reading:

**Week 4 (March 22)**
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

OT Third Readings:


Week 5 (March 29)
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?)

OT Fourth Reading:

Week 6 (April 12)
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 Masoretes and working with vowels – what about the consonants?
• The Targums
• The wide ranging translation traditions

OT Fifth Reading:

Week 7 (April 19)
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?

OT Sixth Readings:

**Week 8 (April 26)**
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

NT Seventh Reading:

**Week 9 (May 3)**
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
- Hands on with NT texts

NT Eighth Reading:
Week 10 (May 10)

First Aids for NT Study

- A Strategy for Exegetes
- Library Materials
- On-line Resources
- Presuppositions, Prejudices and Publishers
- The New Testament and its time of writing compared to the canonical order
- Are some sections of the New Testament more important than others?
- Are theologians limited to the OT and NT or does church history have significance?

NT Ninth Reading:

Week 11 (May 17)

It's All Greek to me: Greek for NT Study

- Alphabet
- Breathings
- Transliteration
- Vocalisation

Would the Real Jesus please stand up (1)?

- Teaching
  1. Kingdom of God
  2. Parables and their Interpretation
  3. Hands on NT texts – in class working with text

NT Tenth Reading:

Jesus and the New Testament

- Titles
  1. Messiah/Christ
  2. Rabbi/Teacher
  3. Son of David
  4. Son of God
  5. Son of Man

Would the Real Jesus please stand up?

- 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. Last Supper

NT Eleventh Readings:


Blinded by the Light? - Paul of Tarsus
- Biography
- The Pauline Corpus: Issues of Systematics
- Reckless Innovator or Bearer of a Legacy?

**Week 12 (May 24)**
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

NT Twelfth Reading:

**Week 13 (May 31)**
Class Quiz 2, Debrief and Course Evaluation
Bibliography

Old Testament segment
(OT list submitted by Dr Ed Parker)


Birch, Bruce C., Walter Brueggemann, Terrence Fretheim & David L. Petersen (1999)


New Testament segment
(NT list submitted by Dr Fergus King)


(1996)“Reader’s Guide To Meals, Food and Table Fellowship in

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


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 1</td>
<td>Introduction to course, topics and assessment</td>
</tr>
<tr>
<td>2</td>
<td>March 8</td>
<td>OT: Beginnings are important / What do texts tell us?</td>
</tr>
<tr>
<td>3</td>
<td>March 15</td>
<td>OT: Foundations and presuppositions / Looking a little closer</td>
</tr>
<tr>
<td>4</td>
<td>March 22</td>
<td>OT: The great revision / Party politics</td>
</tr>
<tr>
<td>5</td>
<td>March 29</td>
<td>OT: Prophets show the way / Wrestling with the prophets</td>
</tr>
<tr>
<td>6</td>
<td>April 2 – 11</td>
<td>Easter Recess</td>
</tr>
<tr>
<td>7</td>
<td>April 12</td>
<td>OT: Wisdom traditions / Biblical Criticism(s)</td>
</tr>
<tr>
<td>8</td>
<td>April 19</td>
<td>OT &amp; NT: Apocalypse Now? / Weird characters, nightmares or dreams?</td>
</tr>
<tr>
<td>9</td>
<td>April 26</td>
<td>NT: History, geography and culture of Palestine / Tools for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>critical study</td>
</tr>
<tr>
<td>10</td>
<td>May 3</td>
<td>NT: Gospels and Letters / The books and the players</td>
</tr>
<tr>
<td>11</td>
<td>May 10</td>
<td>NT: Jesus and the New Testament</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay 2 due 11.59pm May 16</td>
</tr>
<tr>
<td>12</td>
<td>May 17</td>
<td>NT: Luke and Acts / Paul of Tarsus</td>
</tr>
<tr>
<td>13</td>
<td>May 24</td>
<td>NT: Johannine writings / Concluding remarks</td>
</tr>
<tr>
<td>13</td>
<td>May 31</td>
<td>Class Quiz 2, Debrief and Course Evaluation</td>
</tr>
</tbody>
</table>