



**Trinity College
Faculty of Divinity
in the Toronto School of Theology**

THE CONTENT OF THIS DESCRIPTION IS NOT A LEARNING CONTRACT AND THE INSTRUCTOR IS NOT BOUND TO IT. IT IS OFFERED IN GOOD FAITH AND INTENDED AS A HELPFUL GUIDE TO THE STUDENT.

TITLE: TRB 1007HS Introduction to the Hebrew Bible/Old Testament **TERM:** Winter **YEAR:** 2016

PROFESSOR: Dr. Walter Deller

Schedule: Twelve weeks

REGISTRATION: LIMITED TO _____ UNLIMITED x
AUDITORS PERMITTED: x YES _____NO
IF YES, HOW MANY _____

COURSE DESCRIPTION:

Through the experience of reading and reflecting on the entire text of the Hebrew Bible/Old Testament as well as key select passages, participants will have an opportunity to learn more about the sources, history, and development of the canonical books in critical relation to their place in ancient Near Eastern culture and history. Attention will be given to issues such as call, covenant, law, ritual, kingship, prophetic movements, reform movements, exile/deportation and return, wisdom and apocalyptic as shaping forces in biblical identity. Lectures and exegetical sessions will seek to assist participants with methodologies that will build their confidence and competence in engaging the texts in the context of the pastoral life of the church and in relation to contemporary culture and discourse.

COURSE OUTCOMES:

Students successfully completing this course will be able:

- *to show a grasp of the basic contents of the books of the Hebrew Bible, in particular Genesis through 2 Kings, in terms of narrative and awareness of diversity of sources and genres;*
- *to speak and write about them in pastoral, educational and homiletic settings in ways that show knowledge of the basic textual, formal, redactional, contextual history, and scope of the canon and the various individual books and collections of books within it;*
- *to speak and write in pastoral, educational and homiletic settings about the relation of the material in the canon to critical and historical accounts of its origins and to critical accounts of the history of Israel;*
- *to work with texts in pastoral, educational and homiletic settings drawing on a variety of analytic, critical and interpretive tools including but not limited to: text-critical, source, form, genres, redaction, narrative, rhetorical, economic, sociological, ideological and theological;*
- *to have developed a critical awareness of key terms and ideas relating to the understanding and interpretation of the Hebrew Bible, and to be able to explain and use those in pastoral, educational and homiletic settings.*

PREREQUISITES: None

BIBLIOGRAPHY:

- A standard accepted contemporary committee translation of the text of the Hebrew Bible/Old Testament (e.g. *NRSV, NIV, NJPS, JB*)
- Bohmbach, Gravett, Greifenhagen, Polaski, *An Introduction to the Hebrew Bible: A Thematic Approach*, (Louisville: Westminster John Knox Press, 2008)
- Anthony R. Ceresko, *Introduction to the Old Testament: a Liberation Perspective* (Orbis Books, 2001).

Other suggested readings and resources will be provided from time to time during the course.

WRITTEN & ORAL ASSIGNMENTS/TESTS:

- Tables of contents of two biblical books,
- Five exegesis papers (four short, and one more extensive)
- Three in-class quizzes
- Book report presentation on one chapter or section of a book Final summative reflection

CLASSROOM PROCEDURES:

Lectures, visual presentations, exegetical seminars and discussion, class presentations, short exegetical papers, inductive studies, in-class short quizzes.

GRADING PROCEDURES:

- Attendance and participation in class discussions and exegesis sessions—10%
- Preliminary reading and Tables of contents—12%
- In class short quizzes on terminology, timelines etc—13% Five exegesis studies during course—42%
- Class presentation during course on a portion of a secondary text—10% Summative reflection and examination question—13%

ATTENDANCE: Required

Syllabus outline appended.

ACADEMIC INTEGRITY:

- All TST students are subject to U of T’s “Code of Behaviour on Academic Matters.” Copies of the code are available at <www.governingcouncil.utoronto.ca/policies/behaveac.htm>. Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see <www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. This is part of a more general—and equally helpful—website that provides advice on academic writing (<<http://www.writing.utoronto.ca/advice>>).

PROGRAM OUTCOMES:

COURSE OUTCOMES: KNOWLEDGE OF THE AREA OF CONCENTRATION	COURSE ELEMENT	PROGRAM OUTCOMES
Students successfully completing this course will be able to:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the Basic Degree Learning Outcomes
<ul style="list-style-type: none"> • <i>to show a grasp of the basic contents of the books of the Hebrew Bible, in particular Genesis through 2 Kings, in terms of narrative and awareness of diversity of sources and genres;</i> 	<ul style="list-style-type: none"> • lectures • course as a whole • weekly readings • exegetical class discussions • textbook readings • 	<ul style="list-style-type: none"> • Religious heritage • Cultural context
<ul style="list-style-type: none"> • <i>to speak and write about them in pastoral, educational and homiletic settings in ways that show knowledge of the basic textual, formal, redactional,</i> 	<ul style="list-style-type: none"> • lectures • course as a whole • short in-class writing exercises • student presentation 	<ul style="list-style-type: none"> • Personal well-being, vocational formation, and spiritual practices • Leadership in ecclesial and public contexts

<i>contextual history, and scope of the canon and the various individual books and collections of books within it;</i>	<ul style="list-style-type: none"> • inductive studies • exegetical exercises 	
<i>• to speak and write in pastoral, educational and homiletic settings about the relation of the material in the canon to critical and historical accounts of its origins and to critical accounts of the history of Israel;</i>	<ul style="list-style-type: none"> • lectures • course as a whole • textbook and secondary readings • student presentation • in-class time-line exercises • visual presentations 	<ul style="list-style-type: none"> • Religious heritage • Cultural context • Personal well-being, vocational formation, and spiritual practices • Leadership in ecclesial and public contexts
<i>• to work with texts in pastoral, educational and homiletic settings drawing on a variety of analytic, critical and interpretive tools including but not limited to: text-critical, source, form, genres, redaction, narrative, rhetorical, economic, sociological, ideological and theological;</i>	<ul style="list-style-type: none"> • lectures • short exegetical studies • in class exegetical discussions • student presentation • inductive studies • course as a whole 	<ul style="list-style-type: none"> • Religious heritage • Cultural context • Personal well-being, vocational formation, and spiritual practices • Leadership in ecclesial and public contexts
<i>• to have developed a critical awareness of key terms and ideas relating to the understanding and interpretation of the Hebrew Bible, and to be able to explain and use those in pastoral, educational and homiletic settings.</i>	<ul style="list-style-type: none"> • lectures • course as a whole • textbook and other readings • student presentation • short exegetical studies 	<ul style="list-style-type: none"> • Religious heritage • Cultural context • Personal well-being, vocational formation, and spiritual practices • Leadership in ecclesial and public contexts

COURSE OUTCOMES: ABILITY WITH SCHOLARLY TOOLS AND SKILLS*	COURSE ELEMENT	PROGRAM OUTCOMES
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • course as a whole • inductive studies • short exegetical papers • testing class quizzes • student presentation • textbook and other readings 	<p>--knowledge of the texts of the Hebrew Bible /OT and a fundamental awareness of how they function as authoritative texts for two different religious communities</p> <p>--awareness of historical and literary context of the development of the canon, its diversity of sources and genres</p> <p>--understanding of basic scholarly and historical theories about evolution of the texts, and key aspects of the history of their interpretation</p> <p>--ability to bring knowledge to bear on the detailed interpretation</p>

* Please see the Degree Level expectations for the Province of Ontario.

		of specific passages, both prepared and sight unseen.
2. Research and Scholarship	<p>text book and other readings course as a whole</p> <ul style="list-style-type: none"> • in class exegetical discussion • lectures <p>short exegetical papers</p> <ul style="list-style-type: none"> • student presentation 	<p>--understanding of basic scholarly and historical theories about evolution of the texts and the historical and cultural context of the ancient Near East—awareness of and ability to apply in a basic way a variety of analytic, critical and interpretive tools including but not limited to: text-critical, source, form, genres, redaction, narrative, rhetorical, economic, sociological, ideological and theological</p> <p>--ability to analyze large and small blocks of textual material and theorize about their relationships</p>
3. Level of Application of Knowledge	<ul style="list-style-type: none"> • course as a whole • short exegetical papers • class quizzes and writing exercises • student presentation 	<p>--have developed a critical awareness of key terms and ideas relating to the understanding and interpretation of the Hebrew Bible, and are able to explain and use those in pastoral, educational and homiletic settings.</p>
4. Professional capacity/autonomy	<ul style="list-style-type: none"> • inductive textual studies • short exegetical studies • in class exegetical discussions • short quizzes and in class writing exercises • textbook and other readings• 	<p>--are able to bring a growing critical awareness to the interpretation of specific biblical passages</p> <p>--are able to identify the relevance of various types of secondary and theoretical material and to incorporate these both as ideas and in terms of practical use</p> <p>--can identify personal areas of growing interest and also of limitation, and ways these might be built upon</p> <p>--can identify specific areas of personal growth and development in ability to engage with biblical texts</p> <p>--are developing the ability to formulate questions appropriate to the texts in hand, and also to discern different ways in which the texts may act as a resource for historical, theological, ethical, ideological, pastoral, professional, and other questions.</p>
5. Level of communication skills	<ul style="list-style-type: none"> • course as a whole • major inductive study• short exegetical papers •visual presentations• in class writing exercises and quizzes • student presentation 	<p>--can speak about text to others both after preparation, and are building skill to speak cogently about biblical texts at sight</p> <p>--can write short pieces of material appropriate to the professional settings in which they may find</p>

		<p>themselves</p> <p>--are able to provide the necessary scholarly and research apparatus for formal writing as required</p> <p>--are able to analyze and synthesize an understanding of diverse textual elements</p> <p>--have a growing understanding of the relationship between the visual and the textual both in the ancient world, the history of biblical interpretation, and as a present mode of education and communication</p>
<p>6. Awareness of limits of knowledge</p>	<ul style="list-style-type: none"> • course as a whole • textbook and other readings • short exegetical papers • student presentations • visual presentations and exercises with visual materials 	<p>--can identify personal areas of growing interest and also of limitation, and ways these might be built upon</p> <p>--can identify and speak about the different ways diverse communities have interpreted texts, and have a growing critical awareness of the ways in which 'received' interpretations relate to textual materials (e.g text-critical matters, glosses)</p> <p>--have a growing ability to discern when, what, and how secondary sources will be required, and to discern biases or tendencies in secondary sources</p> <p>--are developing the ability to formulate questions appropriate to the texts in hand, and also to discern different ways in which the texts may act as a resource for historical, theological, ethical, ideological, pastoral, professional, and other questions.</p>

SYLLABUS – TRB1007HS Introduction to the Hebrew Bible / Old Testament Dr Walter Deller

Telephone: 416-386-0733 E-mail: walter.deller@utoronto.ca

Time and Location: Tuesday 11:10-2:00 (This course includes a tutorial component)

Course Outcomes:

Participants will develop confidence and independence in working with texts from the Hebrew Bible, manifested in an ability:

- ❖ *to show a grasp of the basic contents of the books of the Hebrew Bible, in particular Genesis through 2 Kings, in terms of narrative and awareness of diversity of sources and genres;*
- ❖ *to speak and write about them in pastoral, educational and homiletic settings in ways that show knowledge of the basic textual, formal, redactional, contextual history, and scope of the canon and the various individual books and collections of books within it;*
- ❖ *to speak and write in pastoral, educational and homiletic settings about the relation of the material in the canon to critical and historical accounts of its origins and to critical accounts of the history of Israel;*
- ❖ *to work with texts in pastoral, educational and homiletic settings drawing on a variety of analytic, critical and interpretive tools including but not limited to: text-critical, source, form, genres, redaction, narrative, rhetorical, economic, sociological, ideological and theological;*
- ❖ *to have developed a critical awareness of key terms and ideas relating to the understanding and interpretation of the Hebrew Bible, and to be able to explain and use those in pastoral, educational and homiletic settings.*

Required texts:

- A standard accepted contemporary committee translation of the text of the Hebrew Bible/Old Testament (e.g. *NRSV, NIV, NJPS, JB*)
- Bohmbach, Gravett, Greifenhagen, Polaski, *An Introduction to the Hebrew Bible: A Thematic Approach*, (Louisville: Westminster John Knox Press, 2008)

You will be expected to read in its entirety all of the Hebrew Bible, and all of the *Introduction*.

Class format:

- There will be twelve three hour sessions. Some portion of most sessions will discussion of the lecture, and some portion will take the form of exegetical work and discussion about a specific biblical text. You are expected to have done the preparatory reading.
- From time to time in class we will do short writing exercises that will assist in preparing you for using the material in pastoral, homiletic and educational contexts.

Assignments and deadlines:

- All assignments are due at class time on the day designated. No exceptions are allowed.
- Other major assignments are due on the designated date.

Class attendance:

- All members of the course are expected to be present for all lecture discussions and exegesis sessions.

Grading:

- Attendance and participation in class discussions and exegesis sessions—10%
- Preliminary reading and Tables of contents—12%
- In class short quizzes on terminology, timelines etc—13%
- Five exegesis studies during course—42%
- Class presentation during course on a portion of a secondary text—10% Summative reflection and examination question—13%

Academic Integrity:

- All TST students are subject to U of T's "Code of Behaviour on Academic Matters." Copies of the code are available at <www.governingcouncil.utoronto.ca/policies/behaveac.htm>. Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see <www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. This is part of a more general—and equally helpful—website that provides advice on academic writing (<<http://www.writing.utoronto.ca/advice>>)

Class Topics

Preparation for most classes will involve reading one or more books or portions of books of the Hebrew Bible, selected sections of the Bohmbach, et al., *An Introduction to the Hebrew Bible: A Thematic Approach*, and the text of the Lecture for the coming session. Details of the preparation and class sessions will be available on Blackboard. Most class sessions will also involve in class exegesis and exploration of a specific biblical text related to the topic.

Session 1--Overview of the course, The Canon—Jewish and Greek, Text and Translation

Session 2

--The Torah 1: Genesis

Table of Contents study due

Session 3--The Torah 2: Exodus, Leviticus, Numbers

Map and timeline Quiz 1 **Exegesis Exercise 1 due.**

Session 4--The Torah 3: Deuteronomy and the Deuteronomists

Session 5--Introducing the Prophets **Exegesis exercise 2 due.**

Session 6--The Former Prophets and the Deuteronomistic History (Judges-Kings)

Reading Week

Session 7--Discourses of Idolatry and Power—Ideology, Culture and Politics in the Ancient Near East **Exegesis Exercise 3 due**

Session 8--Isaiah and the Latter Prophets

Table of Contents study 2 due

Session 9--The Writings, Apocalyptic and Daniel

Map and Timeline Quiz 2

Exegesis Exercise 4 due

Session 10--Ceresko's Liberation Perspective--Class presentations on Anthony R. Ceresko, *Introduction to the Old Testament: a Liberation Perspective* (Orbis Books, 2001).

Session 11--The Writings--Wisdom and the Wisdom traditions

Terminology Quiz 3

Session 12--The Writings—Psalms

Exegesis Exercise 5 due.

Post Course--Summative reflection due ten days after last class.