

# ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE

at *The University of Western Ontario*

Fall 2021

BIBLSTUD 5101a

Introduction to Sacred Scripture: \*DRAFT\* SYLLABUS

Tuesdays 9:30-12:30 Rm 231

Professor: Dr. Nick Meyer | phone: to be made available | [nmeyer5@uwo.ca](mailto:nmeyer5@uwo.ca)

Office hours: by appointment

## A. COURSE DESCRIPTION

This course deals with introductory issues such as the history and environment of the Scriptures, the different types of biblical literature, the academic methods of exploring the Scriptures, and the development of new methods of Scriptural interpretation. (*3 hours per week; antirequisite: the former Biblical Studies 136b*)

## B. GOALS

This course will assist students to grow in the following knowledge, skills, and attitudes:

### Knowledge

- To introduce students to the Church's teaching on Scripture as revealed and inspired
- To impart a grasp of the story told by the Scriptural narrative and to situate the major texts and figures within it
- To introduce students to the main themes and genres of Scripture
- To introduce students to the methods and on-going discussions taking place in critical scholarship regarding the study, composition, and historical nature of the major parts of Scripture
- To highlight portions of Scripture which are particularly prominent in the subsequent history of tradition

### Skills

- To enable students to read the Bible well as Christian Scripture, which requires
  - attention to the plain sense of the text as can be recovered through close reading and historical investigation
  - attention to the literary shape of Scripture and the internal development and reception of its own traditions
  - attention to the Living Tradition and the Analogy of Faith, as organic extensions of the New Testament's Christological witness
- To enable students to evaluate, access, and properly cite scholarly works in an academic paper in the service of biblical exegesis
- To enable students to make effective use of Scripture both in the promotion of the gospel and in the building up of the saints

### Attitudes

- To promote a generous Catholic approach to the study and interpretation of Scripture, that is, one which is guided by the major Church documents on scriptural interpretation (especially *Dei Verbum*) and informed by ecumenical biblical scholarship (hence our choice of study Bible)
- As St. Augustine counselled: To promote a love of the Scriptures which is consonant with the twin fundamental command articulated by Jesus in the Gospels, to love God and neighbour

## C. ASSESSMENT

**1. Attendance and Participation, 10%** Student preparedness, attention, and participation will be crucial to the success of this class. A willingness to respectfully engage in dialogue, ask and answer questions, and in doing so demonstrate one's grasp of course readings will be necessary to receive full marks in this category.

**2. The Catholic Church and the Bible, 5 pages, 15%** Provide a comparison of the handling of revelation, inspiration, inerrancy, and the dynamics of biblical interpretation in *Dei filius*, *Divini Afflante Spiritu*, and *Dei Verbum*. Due: Oct 5<sup>th</sup>

**3. Old Testament Exegesis, 7 pages, 25%** Choose a text from the Old Testament and write an exegetical research essay discussing its historical, literary, and theological import, addressing potential ambiguities, obscurities, and matters which are given special clarity by a close attention to literary or historical matters. Due: Nov 9<sup>th</sup>

Format: 12 pt Font, Times New Roman, Double Spaced, 1-inch Margins.

Reference style: Turabian/Chicago, Footnotes/Bibliography Method. For samples, see: <https://www.lib.uwo.ca/files/styleguides/ChicagoNotesBibliography.pdf>

**4. New Testament Exegesis, 7 pages, 25%** Choose a text from the New Testament and write an exegetical research essay discussing its historical, literary, and theological import, addressing potential ambiguities, obscurities, and matters which are given special clarity by a close attention to literary or historical matters. Due: Dec 7<sup>th</sup>

Format: 12 pt Font, Times New Roman, Double Spaced, 1-inch Margins.

Reference style: Turabian/Chicago, Footnotes/Bibliography Method. For samples, see: <https://www.lib.uwo.ca/files/styleguides/ChicagoNotesBibliography.pdf>

**5. Final Exam: 25%**

**D. REQUIRED TEXTBOOKS** (to be purchased independently; most recent editions *required*; hardcopy recommended)

- Richard R. Gaillardetz, *By What Authority? Foundations for Understanding Authority in the Church*. Collegeville, MN: Liturgical Press, 2018.
  - at [Amazon](#)
  - (currently unavailable at [Indigo](#))

- *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*. Fully Revised Fifth Edition. Edited by Michael D. Coogan. Oxford: Oxford University Press, 2018.
  - at [Amazon](#)
  - (currently unavailable at [Indigo](#))
  - A purchase of this particular Bible and version/edition is required in this course, as it supplies the vast majority of course readings

*Recommended Texts:*

- Lawrence Boadt, *Reading the Old Testament: An Introduction*. 2nd ed. / rev. by Richard Clifford and Daniel Harrington. New York: Paulist Press, 2012.
- John Collins, *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress Press, 2004.
- John Bergsma and Brant Pitre, *A Catholic Introduction to the Bible: The Old Testament*. Illustrated edition. San Francisco: Ignatius Press, 2018.
- Raymond E. Brown, *An Introduction to the New Testament*. 1st ed. The Anchor Bible Reference Library. New York: Doubleday, 1997.
- Luke Timothy Johnson, *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis, MN: Fortress Press, 2010.

## **E. TENTATIVE SCHEDULE**

### **Week 1 (Sep 14): Catholic Biblical Studies, the Concept of Revelation, and An Outline of the Biblical Narrative and Geography**

- Read/Study
  - Psalm 22 or Isaiah 53 (?)
  - Nicholas of Lyra on the Senses of Scripture (?)
  - Aquinas on the Senses of Scripture (?)
  - Gaillardetz, Chapter 2, “What is Divine Revelation?” pp. 19-36
  - “The Geography of the Bible,” Michael D. Coogan, pp. 2288-2290 of the New Oxford Annotated Bible, 5<sup>th</sup> edition (NOAB)
  - The “Timeline,” NOAB, pp. 2308-2311
  - “The Bible in the Lectionary,” Eileen Schuller from *The Catholic Study Bible*

### **Week 2 (Sep 21): Canon Formation, Biblical Translation, and Text Criticism**

- Readings
  - Gaillardetz, Chapter 3, “What is the Canon of the Bible?” pp. 37-49
  - The Council of Trent, Session 4, “Decree Concerning the Canonical Scriptures,” April 8, 1546
  - Vatican 1: *Dei Filius*, Session 3: Dogmatic Constitution on the Catholic Faith
  - NOAB, Essays under the Heading “The Canons of the Bible,” pp. 2235-2254
    - The Hebrew Bible, Marc Z. Brettler
    - The Greek Bible, PHEME Perkins

- Textual Criticism, Michael D. Coogan and PHEME PERKINS
- Languages of the Bible, Sidnie White Crawford
- Translation of the Bible into English, Michael D. Coogan and PHEME PERKINS

### **Week 3 (Sep 28): Inspiration, Inerrancy, and An Outline of the History of Interpretation to Present Issues**

- Readings
  - Gaillardetz, Chapter 4, “What is Biblical Inspiration and Inerrancy,” pp. 50-67
  - *Divino Afflante Spiritu* (selections)
  - *Sancta Mater Ecclesia*
  - *Dei Verbum*
  - Selections from “The Jewish People and their Sacred Scriptures in the Christian Bible”
  - NOAB, Essays under the Heading “The Interpretation of the Bible” and “Contemporary Methods” pp. 2254-2288
    - The Hebrew Bible’s Interpretation of Itself, Marc Z. Brettler
    - The New Testament Interprets the Jewish Scriptures, PHEME PERKINS
    - Jewish Interpretation in the Premodern Era, Marc Z. Brettler
    - Christian Interpretation in the Premodern Era, Carol A. Newsom
    - From the Nineteenth to the Mid-Twentieth Centuries, Michael D. Coogan
    - Contemporary Methods in Biblical Study, Carol A. Newsom

### **Week 4 (Oct 5): Beginnings/Begettings: The Book of Genesis**

- Goals
  - Introduce ANE context
  - Introduce source criticism and the formation of the Pentateuch
  - Provide a historically oriented reading of the narrative, attentive to its main themes and symbolism
  - Address the problem of myth and history in the two main parts of the narrative
  - Set the creation story within its ancient and canonical contexts
- Readings
  - **Genesis** in NOAB with Introductory Essay and Notes, paying special attention to chs. 1-11; 12-22
    - cp. Gen 1 with Pss 29; 74; 89:5-14; 93; 104
    - cp. Gen 1:26-28 with Ps 8; 21:1-7
  - NOAB, Cultural Contexts, “Beginnings” and “The Historicity of the Ancestral Narratives in Genesis”, pp. 2290-92
  - NOAB, Introduction to the Pentateuch, pp. 3-6
  - Exodus 32; Deuteronomy 11:26-28; 30:15-20
  - Ben Sira 14:14-20; 17; 25:24; 2 Cor 11:1-3; 1 Tim 2:8-15
  - Rom 5:12-21; 8:18-30; 1 Cor 15:20-28; 35-56

- “Who Wrote the Torah according to the Torah,” Christopher Rollston, at [TheTorah.com](http://TheTorah.com)
- “Eve in Art,” Theresa Sanders, at [BibleOdyssey.com](http://BibleOdyssey.com)
- “Eve,” Carol Myers, at [BibleOdyssey.com](http://BibleOdyssey.com)

### **Catholic Church and the Bible Essay Due**

#### **Week 5 (Oct 12): From Egypt to the Edge of the Land of Promise: Exodus to Deuteronomy**

- Goals
  - Provide a macro outline of the narrative
  - Discuss main themes of the Exodus narrative
  - Discuss the Sinai revelation, Mosaic Covenant, and various law codes in the Torah
  - Introduce cult of the tabernacle and concept of purity
  - Discuss the Deuteronomic concept of covenant
- Readings
  - With Introductions to each book in the NOAB: **Exodus** 1-24; 32-34; 40; **Leviticus** 4; 10-12; 16; 19 (see notes on 10:10; 11.1-16:34); **Numbers** 10:11-25; **Deuteronomy** 1-12; 17:8-18:22; 30
  - “The Shema and the Commandment to Love God in its Ancient Contexts,” Jon D. Levenson, at [TheTorah.com](http://TheTorah.com)

#### **Week 6 (Oct 19): From Entry to Exile: The Deuteronomistic History (DH)**

- Goals
  - Discuss the date of the final form of this history and its use of sources
  - Discuss issues of historicity related to the emergence of Israel and the kingdoms of David and Solomon
  - Illustrate the Deuteronomic shaping of the whole
  - Focus on Israel’s desire for a king, the Davidic Covenant, and Royal Ideology in the Psalms
  - Trace the fall of Israel and Judah and their causes according to the DH
- Readings
  - NOAB, “Introduction to the Historical Books,” 315-19, Marc Z. Brettler
  - With Introductions to each book (including Joshua) in the NOAB **Judges** 6-9; **1 Samuel** chs. 1-12; **2 Samuel** ch. 7; **1 Kings** chs. 1-2; 7:51-9:9; chs. 11-13; **2 Kings** chs. 17-25
    - Cp. 2 Sam 7 w/ Pss 2; 45; 110; 132
    - Cp. 1 Kings 12 w/ Exod 32

#### **Week 7 (Oct 26): Psalms and Prophets**

- Goals
  - Introduce biblical poetry
  - Introduce form-criticism and the sections and growth of the Psalter, as well as issues of interpretation, including its literary shape
  - Situate Prophecy and the Prophets in the biblical story
  - Have students read representative samples
  
- Readings
  - NOAB, “Introduction to the Poetical and Wisdom Books,” pp. 729-733
  - With Introduction to Psalms in the NOAB, **Psalms** 1-2; 16; 22; 43; 69; 89; 117; 139
  - NOAB, “Introduction to the Prophetic Books,” pp. 971-975
  - With NOAB Introductions **Hosea** 1-4; 11 & **Amos** 5-7; 9
  - With NOAB Introduction **Isaiah** 1:1-2:4; 5:1-12:6
  - With NOAB Introduction **Jeremiah** 1; 7; 29:4-10; 31; 33
  - With NOAB Introduction **Ezekiel** 1; 4; 8-11; 36:25-32; 37:1-14

## Reading Week

### Week 8 (Nov 9): The Three Rs: Return, Rebuild, and Rededicate

- Goals
  - Outline major developments from the return to the rededication of the temple under the Maccabees
  - Give some sense of the distinctions between Israelite religion and Second Temple Judaism, including theological, social, and institutional changes
  - Situate Ezra-Nehemiah and 1-2 Chronicles and their concerns
  - Situate Haggai, Zacharia, Malachi and their concerns
  - Situate Ruth, Esther, Tobit, Judith
  - Situate Job, Ecclesiasts, Ben Sira, and Wisdom
  - Give special attention to Daniel and Maccabees
  
- Readings
  - NOAB, “The Persian and Hellenistic Periods,” 2296-2301
  - With Introductions in NOAB, **Ezra** 1; 3:1-6:22; 7:1-10; 9; **Nehemiah** 8:1-13
  - **Isaiah** 40-45; 49-53; 61:1-7
  - With Introductions in NOAB, **Daniel** 2; 7-12; **Susanna; Bel and the Dragon**
    - Cp. Dan 9 w/ Jer 25:11-12; 29:10
  - With Introduction in NOAB **1 Maccabees** 1-4; **2 Maccabees** 7

### Old Testament Exegesis Paper Due

### Week 9 (Nov 16): The Christ of Testimony: The Gospels

- Goals
  - Introduce the context of Roman rule of Palestine

- Introduce the four-fold Gospel Canon: Its theological and hermeneutical implications
  - Introduce the Synoptic Problem and the major competing source critical theories
  - Introduce redaction criticism as one way to investigate distinctive emphases
  - Discuss the genre of the Gospels as a variant of ancient biography, and its implications
  - Discuss the concern of the evangelists to scripturalize the narrative of Jesus
  - Discuss the apostolic connections of the Gospels
  - Discuss a fair representation of Jesus vis-à-vis Judaism
  - Model how to read a gospel as a literary, theological text using Mark
  - Highlight the distinctiveness of John
- Readings
    - NOAB, “Cultural Contexts: The Roman Period,” 2301-2307
    - NOAB, “Introduction to the Gospels,” 1770-80
    - With the Introductions in the NOAB: The Gospel of **Mark**; **Matthew** chs. 1-7; 16; 26-28; **Luke** 1-4; 22-24; **John** 1-3; 6; 13-14; 19-21
    - Richard Bauckham. “The Gospels as Testimony to Jesus Christ.” *The Oxford Handbook of Christology*, online: <https://doi.org/10.1093/oxfordhb/9780199641901.013.2>.

### **Week 10 (Nov 23): Jerusalem and the Gentiles: Acts and the Letters of Paul**

- Goals
  - Introduce the context of diaspora Judaism in the Greco-Roman World
  - Provide an outline of Acts, highlighting major episodes
  - Discuss the use of Acts as a source for Paul’s letters
  - Discuss the issues surrounding the determination of the authorship of Paul’s letters
  - Attempt a summation of Paul’s life and theology
- Readings
  - “Introduction to the Letters/Epistles in the New Testament,” PHEME PERKINS, NOAB, 2009-2010
  - With the Introduction in the NOAB, **Acts** 1-11; 13; 15; 21; 28
  - With the Introduction in the NOAB, **Romans**
  - With the Introduction in the NOAB, **Galatians** 2
  - “Introduction to the Pastoral Epistles,” NOAB 2123
  - With the Introduction in the NOAB, **2 Timothy**

### **Week 11 (Nov 30): The Church Catholic and the Cosmos: The Catholic Letters and Revelation**

- Goals

- Provide an overview of the chief concerns of the Catholic Epistles
- Introduce the critical discussion surrounding authorship
- Provide students with skills for reading Revelation
- Provide a theology of Revelation
- Readings
  - With Introductions in the NOAB, **James 1-2; 1 Peter; 1 John**
  - With the Introduction in the NOAB, **Revelation**

**Week 12 (Dec 7): The Multiple Senses of Scripture: Preserving a Dialectic between the Testaments**

- Readings
  - Luke 24; Acts 2:27-28; Acts 8; 1 Cor 15:1-5
  - Matthew 1-2; John 5:39-47 and 6:35-51; 1 Cor 10:1-11; Hebrews 2:5-13; 10:5-7
  - St. Irenaeus, *The Demonstration of Apostolic Preaching*, Selections on correspondence between Eden and Christ-event
  - Gary Anderson, “Was Adam Jewish, Was Eve Mary?” in *The Genesis of Perfection*

**New Testament Exegesis Paper Due**

**F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES**

**Students are responsible** for knowing the University’s academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

**Accommodations for Tests/Examinations:** Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf)

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **All students requiring academic accommodations for tests and examinations must use the services offered through King’s University College.**

**How to Request Academic Accommodation – King’s Students:**

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>

**UWO Policy on Accommodation for Medical Illness:**



[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

**Scholastic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

<http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

**Copyright re: Course Material:** Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

**Scholarly Citation:** According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

**Submission of Assignments:** It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor. If the reason is medical, students may be required to provide a note from a doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

**Selection and Registration of Courses:** Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

**Classroom Conduct:** Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

**Support Services:**

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at

<https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is

<http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

These services are not meant to replace those offered at the Seminary but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.