



Class Information		Instructor Information		First day of classes:	May 9, 2016
Days	May 9-13	Instructor:	Jo-Ann Badley, Ph.D.	Last day to add/drop:	End of the first day
Time:	9:00-12:00 1:00-4:00	Email:	jbadley@ambrose.edu	Last day to request revised exam:	n/a
Room:	A2131	Phone:	403-410-2000 ext.3994	Last day to withdraw from course:	1 pm on the 4 th day of classes
Final Exam day		Office:	L2043	Last day to apply for time extension for coursework:	One month before final due date
There are no final exams for spring classes.		Office Hrs:	9:00-4:00	Last day of classes:	May 13, 2016

Textbooks:

Davis, Ellen F., and Richard B. Hays, eds. *The Art of Reading Scripture*. Grand Rapids: Eerdmans, 2003.

EITHER:

Allison, Dale C. *The Sermon on the Mount: Inspiring the Moral Imagination*. Companions to the New Testament, edited by C.H. Talbert. New York: Crossroad (Herder & Herder), 1999.

OR

Sakenfeld, Katherine Doob. *Ruth*. Interpretation: A Bible Commentary for Teaching and Preaching, edited by J.L. Mays and P.D. Miller. Louisville: John Knox, 1999.

Course Description:

When the community of faith reads Scripture, we read to see God and be formed into God’s image. Working from the Sermon on the Mount and the book of Ruth, this course will introduce students to theological interpretation – reading practices for the purposes of faith.

Expected Learning Outcomes:

The overall expected learning outcome is for students to increase their facility to read biblical texts for Christian life and faith (theological interpretation). Such facility includes two particular outcomes:

- to define a “good theological reading” in terms of its goals and practices, including the ability to evaluate the contributions of other types of readings;
- to apply this definition effectively to a scripture passage: either the beatitudes (Mt.5:3-12) or the Book of Ruth.

Course Schedule:	
May 9 9:00-12:00	1.0 Introduction 1.1 Interpretation in the Modern Period: Historical Readers, Literary Readers, and Theological Readers 1.2 Reading and Interpretation: Prolegomena or Sanctification
	<u>Required Reading:</u> Hays, Richard B. "Reading the Bible with the Eyes of Faith: The Practice of Theological Exegesis." <i>Journal of Theological Interpretation</i> 1 (2007): 5-21. ATLA <u>Recommended Reading:</u> Frei, Hans W. <i>The Eclipse of Biblical Narrative: A Study in Eighteenth and Nineteenth Century Hermeneutics</i> . New Haven: Yale University Press, 1974. Reventlow, H.G. <i>The Authority of the Bible and the Rise of the Modern World</i> . Translated by J. Bowden. Philadelphia: Fortress Press, 1985. Scholder, K. <i>The Birth of Modern Critical Theology: Origins and Problems of Biblical Criticism in the Seventeenth Century</i> . Translated by J. Bowden. London and Philadelphia: SCM Press and Trinity Press International, 1990.
May 9 1:00-4:00	1.3 Textual (In)determinacy: Truth and Meaning 1.4 Reading from the Resurrection
	<u>Required Reading:</u> Hays, R.D. "Reading Scripture in Light of the Resurrection." In <i>The Art of Reading Scripture</i> , edited by E.F. Davis and R.B. Hays, 216-38. Grand Rapids: Eerdmans, 2003. <u>Recommended Reading:</u> Jensen, R.W. "Scripture's Authority in the Church." In <i>The Art of Reading Scripture</i> , edited by E.F. Davis and R.B. Hays, 27-37. Grand Rapids: Eerdmans, 2003. Webster, John. <i>Holy Scripture: A Dogmatic Sketch</i> . Current Issues in Theology, edited by Iain Torrance. Cambridge: University Press, 2003. Webster, John. "Resurrection and Scripture." In <i>Christology and Scripture: Interdisciplinary Perspectives</i> , edited by Andrew T. Lincoln and Angus Paddison, 138-55. London & New York: T&T Clark, 2007.
May 10 9:00-12:00	2.0 Reading Strategies 2.1 Historical Criticism
	<u>Required Reading:</u> Steinmetz, D.C. "Uncovering a Second Narrative: Detective Fiction and the Construction of Historical Method." In <i>The Art of Reading Scripture</i> , edited by E.F. Davis and R.B. Hays, 54-65. Grand Rapids: Eerdmans, 2003. <u>Recommended Reading:</u> Betz, Hans Dieter. <i>The Sermon on the Mount: A Commentary on the Sermon on the Mount, Including the Sermon on the Plain (Matthew 5:3-7:27 and Luke 6:20-49)</i> . Edited by Adela Yarbro Collins. Hermeneia. Minneapolis: Fortress Press, 1995. Nielsen, Kirsten. <i>Ruth: A Commentary</i> . Translated by Edward Broadbridge. Old Testament Library, edited by

	<p>J.L. Mays, C.A. Newsom and D.L. Petersen. Louisville: Westminster John Knox, 1997.</p> <p>Sasson, Jack M. "The Issue of Ge'ullāh in Ruth." <i>Journal for the Study of the Old Testament</i> 5 (1978): 52-64. ATLA</p> <p>Tuckett, C.M. "The Beatitudes: A Source Critical Study with a Reply by Michael Goulder." <i>Novum Testamentum</i> 25 (1983): 193-216. ATLA</p>
May 10 1:00-4:00	2.2 Social Description
	<p><u>Required Reading:</u></p> <p>Allison, Dale C. "Chapter 1: Interpreting the Sermon on the Mount." In <i>The Sermon on the Mount: Inspiring the Moral Imagination</i>, 1-26. Companions to the New Testament, edited by C.H. Talbert. New York: Crossroad (Herder & Herder), 1999.</p> <p>Sakenfeld, Katherine Doob. "Introduction (part A)." In <i>Ruth</i>, 1-9. Interpretation: A Bible Commentary for Teaching and Preaching, edited by J.L. Mays and P.D. Miller. Louisville: John Knox, 1999.</p> <p><u>Recommended Reading:</u></p> <p>Hanson, K.C. "How Honorable! How Shameful! A Cultural Analysis of Matthew's Markarisms and Reproaches." <i>Semeia</i> 68 (1994): 81-111. ATLA</p>
May 11 9:00-12:00	2.3 Literary Criticism
	<p><u>Required Reading:</u></p> <p>Allison, Dale C. "Chapter 2: The Structure of the Sermon on the Mount." In <i>The Sermon on the Mount: Inspiring the Moral Imagination</i>, 27-40. Companions to the New Testament, edited by C.H. Talbert. New York: Crossroad (Herder & Herder), 1999.</p> <p>Bauckham, Richard. "Reading Scripture as a Coherent Story." In <i>The Art of Reading Scripture</i>, edited by Ellen F. Davis and Richard B. Hays, 38-53. Grand Rapids: Eerdmans, 2003.</p> <p>Sakenfeld, Katherine Doob. "Part 1: From Judah to Moab and Return." In <i>Ruth</i>, 17-36. Interpretation: A Bible Commentary for Teaching and Preaching, edited by J.L. Mays and P.D. Miller. Louisville: John Knox, 1999.</p> <p><u>Recommended Reading:</u></p> <p>Powell, Mark Allan. "Matthew's Beatitudes: Reversals and Rewards of the Kingdom." <i>Catholic Biblical Quarterly</i> 58 (1996): 460-79. ATLA</p> <p>Berlin, A. "Chapter 4: Poetics in the Book of Ruth." In <i>Poetics and Interpretation of Biblical Narrative</i>, 83-110 and 151-55. Sheffield: Almond Press, 1983.</p>
May 11 1:00-4:00	2.4 Intertextuality
	<p><u>Required Reading:</u></p> <p>O'Day, Gail R. "Intertextuality." In <i>A Dictionary of Biblical Interpretation</i>, edited by J.H. Hayes. Nashville: Abingdon, 1993.</p> <p><u>Recommended Reading:</u></p> <p>van Wolde, Ellen. "Texts in Dialogue with Texts: Intertextuality in the Ruth and Tamar Narratives." <i>Biblical Interpretation</i> 5 (1997): 1-28. ATLA</p>
May 12 9:00-12:00	2.5 Reception History
	<p><u>Required Reading:</u></p> <p>Daley, B.E. "Is Patristic Exegesis Still Usable? Some Reflections on Early Christian Interpretation of the Psalms." In <i>The Art of Reading Scripture</i>, edited by E.F. Davis and R.B. Hays, 69-88. Grand Rapids: Eerdmans, 2003.</p> <p>Allison, Dale C. "Chapter 3: Blessings." In <i>The Sermon on the Mount: Inspiring the Moral Imagination</i>, 41-57. Companions to the New Testament, edited by C.H. Talbert. New York: Crossroad (Herder & Herder), 1999.</p> <p>Smith, Lesley, ed. "The Ordinary Gloss." In <i>Medieval Exegesis in Translation: Commentaries on the Book of</i></p>

	<p><i>Ruth</i>, 9-29. Commentary Series, edited by E. Ann Matter. Kalamazoo, MI: Medieval Institute Publications, Western Michigan University, 1996.</p> <p><u>Recommended Reading:</u> Augustine. <i>On Christian Teaching</i>. Translated by R.P.H. Green with introduction and notes. Oxford's World's Classics. Oxford: Oxford University Press, 1999. Griffiths, Paul J. <i>Religious Reading: The Place of Reading in the Practice of Religion</i>. New York: Oxford University Press, 1999. Greenman, Jeffrey P., Timothy Larsen, and Stephen R. Spencer, eds. <i>The Sermon on the Mount Through the Centuries: From the Early Church to John Paul II</i>. Grand Rapids: Baker: Brazos, 2007. Lowden, John. <i>The Making of the Bibles Moralisées: The Book of Ruth</i>. University Park, PA: Pennsylvania State University Press, 2000.</p>
May 12 1:00-4:00	2.6 Readers and Reading (Interested Readers)
	<p><u>Required Reading:</u> Sakenfeld, Katharine Doob. "Whose Text is it?" <i>Journal of Biblical Literature</i> 127 (2007): 3-18. ATLA Sakenfeld, Katherine Doob. "Introduction (part B)." In <i>Ruth</i>, 9-16. Interpretation: A Bible Commentary for Teaching and Preaching, edited by J.L. Mays and P.D. Miller. Louisville: John Knox, 1999.</p> <p><u>Recommended Reading:</u> Angel, Hayyim. "A Midrashic View of Ruth amidst a Sea of Ambiguity." <i>Jewish Bible Quarterly</i> 33 (2005): 91-99. Bauckham, R. "The Book of Ruth and the Possibility of a Feminist Canonical Hermeneutic." <i>Biblical Interpretation</i> 5 (1997): 29-45. (Cf. Chapter 1 in Bauckham, Richard. <i>Gospel Women: Studies of the Named Women in the Gospels</i>. Grand Rapids, MI: Eerdmans, 2002.) Blount, Brian. "Righteousness from the Inside: The Transformative Spirituality of the Sermon on the Mount." In <i>The Theological Interpretation of Scripture: Classic and Contemporary Readings</i>, ed. S.E. Fowl, 262-84. Blackwell Readings in Modern Theology. Oxford: Blackwell, 1997. Pardes, Ilana. "The Book of Ruth: Idyllic Revisionism." In <i>Countertraditions in the Bible: A Feminist Approach</i>, 98-117. Cambridge, MA and London: Harvard University Press, 1992. Pope-Levinson, Priscilla, and John R. Levinson, eds. "Matthew 5:1-12." In <i>Return to Babel: Global Perspectives on the Bible</i>, 117-35. Louisville, KY: Westminster John Knox Press, 1999.</p>
May 13 9:00-12:00	2.7 Readers in 21 st Century Culture
	<p><u>Required Reading:</u> Johnson, W.S. "Reading the Scriptures Faithfully in a Postmodern Age." In <i>The Art of Reading Scripture</i>, edited by E.F. Davis and R.B. Hays, 109-24. Grand Rapids: Eerdmans, 2003.</p> <p><u>Recommended Reading:</u> Chittister, Joan D. <i>The Story of Ruth: Twelve Moments in Every Woman's Life</i>. Art by John August Swanson. Grand Rapids: Eerdmans, 2000. Davis, Ellen F., and Margaret Adams Parker. <i>Who Are You, My Daughter? Reading Ruth Through Image and Text</i>. Louisville and London: Westminster John Knox Press, 2003. Koosed, Jennifer L. "Agricultural Interlude No.1." In <i>Gleaning Ruth: A Biblical Heroine and Her Afterlives</i>, 17-27. Columbia, SC: University of South Carolina Press, 2011</p>
May 13 1:00-4:00	3.0 Conclusions: Models for Reading
	<p><u>Required Reading:</u> Davis, E. and R.B. Hays. "Nine Theses on the Interpretation of Scripture." In <i>The Art of Reading Scripture</i>, edited by E.F. Davis and R.B. Hays, 1-5. Grand Rapids: Eerdmans, 2003. Davis, E. "Teaching the Bible Confessionally in the Church." In <i>The Art of Reading Scripture</i>, edited by E.F. Davis and R.B. Hays, 9-26. Grand Rapids: Eerdmans, 2003.</p> <p><u>Recommended Reading:</u></p>

Badley, Jo-Ann, and Kenneth R. Badley. "Slow Reading: Reading Along Lectio Lines." <i>Journal of Education & Christian Belief</i> 15 (2011): 29-42. Charry, Ellen T. "To Know, Love, and Enjoy God." <i>Theology Today</i> 59 (2002): 173-77. Davis, Ellen F. "Critical Traditioning: Seeking an Inner Biblical Hermeneutic." In <i>The Art of Reading Scripture</i> , edited by E.F. Davis and R.B. Hays, 163-80. Grand Rapids: Eerdmans, 2003.
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May 23 (Monday, midnight): Personal Synthesis due

June 6 (Monday, midnight): Book Report **OR** Biographical Report due

June 22 (Wednesday, midnight): Exegesis of text from the Sermon on the Mount or the Book of Ruth.

Requirements:

1. Reading and Participation: students are expected to prepare for class by doing the reading before class and to attend class faithfully.

2. Writing:

a) Personal Synthesis: Good Reading

Each student will prepare a personal statement of the important considerations for "good reading." The statement will take into account the required reading, lectures and discussions in class.

Maximum length: 1500 words (please put a word count at the end of the essay); list all sources used; value: 30% of the final grade.

Grading rubric will be provided on the Moodle site.

Due: May 23 (Monday), midnight. Submit the paper through Turnitin on Moodle.

b) Book Review **OR** Biographical Report: Each student will prepare **EITHER** a book review or a biographical report. **The purpose of this assignment is to examine biblical interpretation in theory or practice.**

Students may choose to write a review of a book on the theory of interpretation, **OR** to write a report on the scriptural reading practice of an important Christian figure.

Maximum length: 2500 words (please put a word count at the end of the essay); list all sources used; value: 30% of the final grade.

Grading rubric will be provided on the Moodle site.

Due: June 6 (Monday, midnight). Submit the paper through Turnitin on Moodle.

i) Book Review: A book review is primarily a summary of the content of the most important argument of the book. Secondly, it gives an assessment of that argument. Students must consult published reviews in preparing the review. Books not on the list may be considered, with the permission of the instructor.

Fowl, Stephen E. *Engaging Scripture: A Model for Theological Interpretation*. Challenges in Contemporary Theology, edited by Gareth Jones and Lewis Ayres. Oxford: Blackwell, 1998.

Fowl, Stephen E., and L. Gregory Jones. *Reading in Communion: Scripture and Ethics in Christian Life*. Grand Rapids: Eerdmans, 1991.

Loughlin, Gerard. *Telling God's Story: Bible, Church, and Narrative Theology*. Cambridge: University Press, 1999.

Lundin, R., Anthony C. Thiselton, and C. Walhout. *The Responsibility of Hermeneutics*. Grand Rapids: Eerdmans, 1985.

Moberly, R.W.L. *The Bible, Theology, and Faith: A Study of Abraham and Jesus*. Cambridge Studies in Christian Doctrine, edited by C. Gunton and D.W. Hardy. Cambridge: University Press, 2000.

Schneiders, Sandra. *The Revelatory Text: Interpreting the New Testament as Sacred Scripture*. San Francisco: HarperSanFrancisco, 1991.

Webster, John. *Holy Scripture: A Dogmatic Sketch*. Edited by Iain Torrance, *Current Issues in Theology*. Cambridge: University Press, 2003.

Work, Telford. *Living and Active: Scripture in the Economy of the Church*. Grand Rapids: Eerdmans, 2001.

Wright, N.T. *The New Testament and the People of God*. Minneapolis: Fortress, 1992.

Young, Frances M. *Virtuoso Theology: The Bible and Interpretation*. Cleveland, Ohio: Pilgrim Press, 1993.

ii) Biographical reports: Students must use both primary and secondary sources (the instructor can often help with sources); minimum 6 sources. The essays in the textbook (*The Art of Reading Scripture*) by Howell and Jones might be helpful. If you would like to choose a person not on this list, please consult the instructor. As you assess the person's use of scripture, take into account the criteria of a good reading and important considerations from their life-story. Biographical reports can be done on the lives of people such as:

- Abigail Abbot Bailey. (Taves, Ann, ed. *Religion and Domestic Violence in Early New England: The Memoirs of Abigail Abbot Bailey*. Bloomington and Indianapolis: Indiana University Press, 1989.)
- Josephine Butler (British reformer)
- Anna Julia Cooper. (*The Voice of Anna Julia Cooper: Including A Voice From the South and Other Important Essays, Papers, and Letters*. Legacies of Social Thought, by Charles Lemert (1998).)
- Dorothy Day. (From *Union Square to Rome; Love is the Measure* (Jim Forest).)
- Martin Luther King Jr.

It is also possible to choose to interact with the (theoretical and interpretive) writings of theologians who have used and reflected on scripture such as:

- Jonathan Edwards
- John Calvin
- Karl Barth
- Hans Urs von Balthasar
- Martin Luther

- c) Exegesis of **EITHER** a portion of the Sermon on the Mount or the Book of Ruth. As you prepare your paper, take into account the criteria of a good reading developed in class.
 Maximum length: 2500 words (please put a word count at the end of the essay); list all sources used (use at least 8 sources); value: 40% of the final grade.
 Grading rubric will be provided on the Moodle site.
 Due: June 22 (Wednesday, midnight). Submit the paper through Turnitin on Moodle.

Attendance:

Students are expected to attend all classes. Please request permission for absences.

Grade Summary:

Personal Synthesis: Good Reading 30%
 Book Review **OR** Biographical Report 30%
 Exegesis of text (from the Sermon on the Mount or the Book of Ruth) 40%

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.
 Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other

Additional bibliography will be provided on the Moodle site.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.