

Calumet College



of Saint Joseph

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COURSE SYLLABUS, Fall 2017

Course: THEO 150-X Biblical Literature I

Instructor Information:

Instructor Name	Fr. Kevin M. Scaif, C.P.P.S. / Missionaries of the Precious Blood
Office Number:	626
Phone Number:	219.473.4351
Email:	kscaif@ccsj.edu
Hours Available:	W/M/F all day. T/TH. Afternoons. Appointments preferred.
Instructor Background:	
<ul style="list-style-type: none">- MA, Biblical Studies, Mount St. Mary's Seminary, Cincinnati- MA, Theology, Xavier University, Cincinnati- MDiv, Divinity, Catholic Theological Union, Chicago- BA, Communication Arts, Mount St. Joseph University, Cincinnati- BA, Religious Studies, Mount St. Joseph University, Cincinnati- BA, Philosophy, Mount St. Joseph University, Cincinnati	

Course Information:

Course Time:	
Wednesday evenings, 7:00—10:00	
Classroom:	305
Prerequisites:	None
Required Books and Materials:	<ol style="list-style-type: none">1. One Bible. Most translations acceptable, except, King James Version.2. Free online bible: www.biblegateway.com3. Sumney, Jerry. "The Bible: An Introduction." Second Edition. Minneapolis, MN: Fortress Press, 2014.4. LeDonne, Anthony. "A Study Companion to The Bible: An Introduction." Second Edition. Minneapolis, MN: Fortress Press, 2014.

Learning Outcomes/ Competencies:

Outcome	Bloom's Taxonomy Level	General Education Foundational Knowledge or Skill	Formative and Summative Assessment Methods
To articulate Roman Catholicism's professed understanding of Revelation: Scripture, Tradition, and the theologies that undergird them.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To identify and explain structural features of both the OT and NT.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To analyze ancient biblical texts (exegesis) using the Historical-Critical method.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To recount in chronological order the biblical metanarrative, identifying major historical figures and events.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explain various factors that influence Biblical interpretation.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To identify the various authors of the Biblical books, their concerns and strategies, genre, bias, dates, and social reality.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To describe how and why the Bible became an influential book (canonization).	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explore presuppositions of our culture toward the Bible.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explain various Judeo-Christian methods of praying and meditating with Biblical texts.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To investigate Biblical texts and discover what each pericope has to say about God, one's self, and what it means to be a human person.	To comprehend...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To critically study the theological issues raised within various texts from Catholic-Christian systematic theology.	To analyze...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.
To demonstrate the ability to engage in respectful dialogue with members of other faith traditions.	To apply...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.
To articulate her or his own beliefs <i>vis-à-vis</i> core beliefs associated with Roman Catholicism.	To synthesize...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.

Course Description:

The Bible—both Hebrew and New Testament—is a complex and fascinating text, written by multiple authors and communities, in different languages over a vast period of time, yet it nonetheless displays an overarching—or underlying—unity, which some attribute to divine inspiration and other to the human imagination. Our purpose in this course is to consider the Bible as both a collection of disparate books and as a unified whole, with special attention given to the inspiration, formation, and function of the canon and to the development of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

This course will explore the Bible's literary techniques and its enormous variety of genres -- everything from myth to history, from genealogy to poetry, from prophecy to biography—as well as the historical periods that produced and are reflected in it. We will also consider issues arising from the history of the translation of the Bible from its original Hebrew and Greek. Our goal is to understand and appreciate more fully both the richness and the complexity of the biblical texts, as well as the importance of those texts to our culture.

Learning Strategies:

Lecture, small and large group discussion, Blackboard, etc.

Experiential Learning Opportunities:

Since you will be in this class, you will experience learning. And that will be an opportunity.

Responsibilities	
Professional Communication with Instructor:	Email communications with the instructor must begin, “Dear Fr./Rev./Professor...” Failure to begin with that format, or the use of “text message slang” throughout the message, will result in a “deleted” email.
Turning In Assignments:	Students who fail to submit an assignment on the due date will receive zero credit. They may submit the material within 24 hours of the class to receive a maximum grade of a 60%.
Using Electronic Devices:	<p><u>Technology</u></p> <ul style="list-style-type: none"> - One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc. This would also include “checking one’s cell phone” during class. - One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc., should laptops be used in class.
Attendance:	Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Students must be on-time unless previously approved by the instructor. Each student will be penalized one point from her/his semester average for each unexcused tardy. A student must drop the class after <u>THREE (3)</u> late arrivals, regardless of how much time has elapsed after class has begun. A student will be required to drop the class after <u>TWO (2)</u> absences, approved or not approved, without exception. This policy is <u>non-negotiable</u>. (Again, the <u>SECOND</u> absence will result in dismissal.)
Signing In:	A sign-in sheet will be distributed at the beginning of class. Students who arrive late, even one minute late, must sign the “tardy” section of this daily document in order to qualify for credit for that particular class. Failure to sign the sheet for <i>any</i> student will result in a missed class.
Class Format:	<ol style="list-style-type: none"> 1. Quiz 2. Prayer 3. Small Group Discussion 4. Large Group Discussion 5. Lecture <ol style="list-style-type: none"> a. SmartBoard/ YouTube / PowerPoint b. Art / Music
Assessment:	Refer to “Course Calendar” below.
Quizzes:	<p>Brief quizzes will occur at the beginning of each class. Quizzes will cover material from the previous class –and–the assigned material for that particular class. Content from the assigned readings, lecture notes, and discussions, are all subject to assessment.</p> <p>Format: Objective and short and answer. 15—20 points.</p> <p>Students who are absent for a quiz will <i>not</i> need to make-up the quiz; it will not hurt nor help the student, thus it will not be factored into the student’s grade. Graded quizzes (from the previous class) will be distributed and discussed at the beginning of each class.</p>

Written Assessment: Response Paper / Poem Evaluation:	<ol style="list-style-type: none"> 1. Response Paper to Biblical Commentaries/Convo Starter. (3-5 pages) 2. Response Paper to Assigned Poems. (1 page, double spaced)
Small Group Discussion:	Group Discussion: Students will be arranged into small groups and will discuss predetermined questions related to the content. Each group will receive points for focus and being task-oriented.
Participation:	Includes asking questions in class, responding to presented questions, active listening, contribution within small group discussions, focused attentiveness. One point deduction from one's semester average for sleeping in class , i.e. eyes closed for more than three seconds; manifestation of slobber from non-emergency unconsciousness.
To Prepare for Each Class:	<ol style="list-style-type: none"> 1. Read the assigned Biblical Texts. 2. Read the assigned Commentary (on Blackboard) 3. Write the Response Paper to Commentary. Submit in class. 4. Write Response Paper to Poem. Submit in class.

CCSJ Alerts:	<p>Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html. In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu</p> <p>Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78</p> <p>TV Channels: 2, 5, 7, 9, 32</p>
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CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
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Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

SPECIFIC INSTRUCTIONS FOR EACH ASSIGNMENT

1. Read the assigned Biblical text

- a. Carefully read the text, paying attention to specific people, places, and circumstances.
- b. What's the plot? Who are the characters? What's really going on here?
- c. What's being said? Who's saying it? What's not being said in this material? What should be said by the writer?
- d. Through whose eyes do I see this text?

2. Read the assigned Commentary (on Blackboard)

- a. Carefully read the assigned commentaries.
- b. What is the scholar attempting to convey about the biblical text in question?
- c. What do you think about her/his commentary? Relate? Struggle to relate? Why?

3. Write the Response Paper to Commentary

*(some possible directions to take; helpful to choose **one question** and thoroughly investigate)*

- a. How was I challenged by this material?
- b. How was I affirmed by this perspective?
- c. How did I meet myself in this text?
- d. What emotions came to mind for me? Why?
- e. What did I learn about what it means to be human?
- f. What did I learn about God in this text?
- g. How did I meet myself in this text?
- h. Through whose eyes do I see this text?
- i. What do I wish to avoid in this text?
- j. How does this text touch upon my past?
- k. What hope do I see in this text? Does it come from the text? From what has been left unsaid? What future for me is offered here? What future has been closed off? Do I want to inhabit it? What is my vision of the future?
- l. What is the situation (psychological, familial, economic, social, political, ecclesial, ecumenical, global) in which you come to the text? Does the text affirm it? Parts of it? Challenge it? Reject it? Say nothing to it? Discuss.
- m. What specific personal experience does this connect to for me?
- n. This commentary got me wondering more about ...
- o. I can concretely apply this to my life, this way:

Write a Conversation Starter *(include within the response paper).*

- Your conversation starter will be used within your small group. It can take the form of one of the following prompts:
 - o Something I liked in (cite source) is _____. Here's why _____. What do you think?
 - o Something I found challenging in (cite source) is _____. Here's why _____. What do you think?
 - o Something I found in (cite source) that I think would be helpful for personal and cultural transformation is _____. What do you think?

Response Paper Requirements

- **Make sure to reference at least one verse from the Biblical text, and a few references to different parts of the assigned commentaries throughout.**
- Then, explain how your verse connects to the topic. 4-6 sentences per question. About 3-5 pages total.
- Will share in groups. Always have option to pass.
- Format: Typewritten, spell/grammar checked, 12 point font, one inch margins, stapled, times/Helvetica font, due for each class. One point deduction for each omission.
- Paper format: *Name / Class Due Date. Example: Chuck Roast / Sept. 13*

Example of a Paper with Good Content and Format

Patty O'Door / Sept. 13, 2017 (*use the date the assignment is due, only*)

First sentence should introduce your main point: In the reading from Rosenblatt, I was challenged¹ when she stated, "Eve is a trailblazer who leads humanity from childlike innocence toward an adult life of challenge and responsibility," (Silverblatt, 45)². I always viewed Eve as the cause of original sin and humanity's downfall. Rosenblatt challenges ³me to see Eve differently, as one who made a decision, was found guilty of her decision, but lived with the consequences like a mature person who shared her wisdom with others. I can relate to her, personally, because in my life.... (Develop further)

Ensure a section that connects the material to some aspect of your past or immediate life right now:

I can connect what Rosenblatt said about the biblical text to my immediate life, because I recently told my boyfriend that when he talks to me in a certain way, e.g., loud and demeaning, I feel like he's disrespecting me and this makes me both afraid and angry because it reminds me of my father who did the same thing when I was little. I've struggled to find my voice as a young Latino woman and Eve reminds me that we're not perfect, we all make mistakes, and that I would do well to not listen to those negative voices (like the serpent) from our past, but to stand up for our truth, for the voice of God in the present moment, who always reminds me I am more than I think, that I am loved, and that others don't define me, but only God defines me. It's hard to hear this but I will listen to it as I repeat that wonderful verse from Genesis 1:31, "you are good" over and over. (Develop further.)

Conversation Starter

I think this material could be helpful for one's personal and even cultural transformation, especially for women, because it's important to sometimes "relinquish a world of safety and security for knowledge and experience, (Silverblatt, 45). I've found it important to be open to growth even though I'm reluctant to embrace change because it's often too frightening. What do you think?

4. Poem

- Read the assigned poem for the week (see "Announcements" on Blackboard for specifics).
- Write a one page, double spaced, reflection on the poem that connects to some specific aspect of your life. What is this poem saying to me? You might find it helpful to refer to the question prompts under #3 above for additional considerations. (12 point font, times/Helvetica, spell-grammar checked)
- Format: *Patty O'Door / Sept. 13, 2017 (class due date only)*

¹ Make sure that you indicate what you are specifically responding to, e.g., challenge, affirmation, God, myself, etc.

² Make sure to cite the specific page number you're referencing.

³ Note the connection of the material to one's personal life. If it does not occur in the first paragraph, it should occur in the next.

COURSE CALENDAR

SEPT. 6 COURSE ORIENTATION

SEPT. 13 GENESIS

1. Read: Gen. 1:1 – 2:3 (Creation)
 - a. Read: Silverblatt Ch. 1
2. Read: Gen. 2: 4–24 (Humans created)
 - a. Read: Silverblatt Ch. 2
 - b. Read: Reid, pp. 1–24
3. Read: Gen. 3: 1–24 (Adam and Eve)
 - a. Read: Silverblatt Ch. 3
 - b. Read: Reid, pp. 25–38
4. Poem: “God’s Grandeur,” Hopkins. P. 26
5. Quiz: over assigned readings for today and notes from last class.
6. Due: Response paper to Commentaries; Response Paper to Poem.

SEPT. 20 GENESIS

1. Read: Gen. 4 (Cain and Abel)
 - a. Read: Silverblatt Ch. 4
2. Read: Gen. 6–9 (The Flood)
 - a. Read: Silverblatt Ch. 5
3. Poem: “A Testament,” Browning. P. 70
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

SEPT. 27 GENESIS

1. Read: Gen. 11: 1–9 (Tower of Babel)
 - a. Read: Silverblatt Ch. 6
2. Read: Gen. 19 (Sodom and Gomorrah)
 - a. Read: Silverblatt Ch. 19
3. Poem: “God, may he...,” Maimonides. P. 74
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

OCT. 4 EXODUS

1. Read: Exodus 1–24
2. Read: Deut. 5
3. Read: Handouts Posted on Blackboard
4. Poem: “Falling in Love with God,” Arrupe. P. 94
5. Quiz: over assigned readings for today and notes from last class.
6. Due: Response paper to Commentaries; Response Paper to Poem.

OCT. 11 LEVITICUS/DEUTERONOMY

1. Read: Lev. 1—7; 11—16; 17—26
2. Read: Deut. 4: 44—49; 12—14; 6: 4—9; Deut. 30: 15—20.
3. Read: Handouts posted on Blackboard
4. Poem: “More than Ever,” Arrupe. P. 84
5. Quiz: over assigned readings from today and notes from last class.
6. Due: Response paper to Commentaries; Response Paper to Poem.

OCT. 18 PSALMS

1. Read: Ps. 1; INDIVIDUAL LAMENT: 22, 42—43. GROUP LAMENT: 44, 80; THANKSGIVING: 30, 124: 1—6; 65—66. HYMN OF PRAISE: 95; 113: 1—4; 95; 145—150. CONFIDENCE and TRUST: 16, 23, 121. LITURGICAL: 24, 67, 132, 134. PETITIONARY/RECONCILIATION: 32, 51. CREATION THEOLOGY: 104, 8, 19, 33.
2. Read: Handouts posted on Blackboard
3. Quiz: over assigned readings for today and notes from last class.
4. Due: Response paper to Commentaries; Response Paper to Poem.

OCT. 25 JOB

1. Read: Book of Job
2. Read: Handouts posted on Blackboard
3. Poem: “The Capacity,” Weil. P. 146.
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

NOV. 1 SONG OF SONGS

1. Read: Entire Book of Song of Songs
2. Read: Handouts posted on Blackboard
3. Quiz: over assigned readings for today and notes from last class.
4. Due: Response paper to Commentaries; Response Paper to Poem.

NOV. 8 RUTH

1. Read: Entire Book of Ruth
2. Read: Handouts posted on Blackboard
3. Poem: “Maybe I’m Not / What does it mean?” Bowman. P. 126
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

NOV. 15 ECCLESIASTES

1. Read: Entire Book of Ecclesiastes
2. Read: Handouts posted on Blackboard
3. Poem: “The focus of prayer,” Heschel. P. 128
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

NOV. 22 NO CLASS -- THANKSGIVING

NOV. 29 ESTHER

1. Read: Entire Book of Esther
2. Read: Handouts posted on Blackboard
3. Poem: "Memorare," P. 110.
4. Quiz: over assigned readings for today and notes from last class.
5. Due: Response paper to Commentaries; Response Paper to Poem.

DEC. 6 FLEX CLASS

1. Poem: "Take my hand..." Dorsey. P. 182.
2. Quiz: over assigned readings for today and notes from last class.
3. Due: Response paper to Commentaries; Response Paper to Poem.

DEC. 13 FINAL EXAMINATION