Please note that this is a preliminary syllabus. Check Blackboard for this class around mid-July for any revisions. The required texts will not change.

Critical Introduction to the Bible (GB 5013-01)
Fall 2014 - Lipscomb University

Instructor: Dr. George Goldman
Office: Ezell 220
Phone: 966-5747 (office) 545-9028 (cell)
Office hours: TBA

Required Texts: (the campus bookstore has ordered copies of these texts)
5. Additional reading assignments will be made throughout the semester.

Course Overview: From the catalog: "A study of critical issues involved in the serious study of the Bible. In this course students examine questions relating to the canon, inspiration, and textual basis of the Old and New Testaments. Students also explore questions of authorship, sources, dating, and other historical and literary matters relating to individual biblical writings.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>HOW DELIVERED</th>
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<th>GOALS</th>
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<tbody>
<tr>
<td>Students completing this course will be able to:</td>
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<tr>
<td>1) Demonstrate an understanding of the history of the critical study of the Bible.</td>
<td>Readings, lectures, discussions</td>
<td>Exams</td>
<td>Minimum grade: 70%</td>
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<tr>
<td>2) Identify major introductory issues in the study of the Bible (the &quot;critically assured minimum&quot;).</td>
<td>Readings, lectures, discussions</td>
<td>Papers, Exams</td>
<td>Minimum grade: 70%</td>
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<td>3) Recognize the assumptions underlying the &quot;critically assured minimum&quot; as well as those behind much of the critical study of the Bible.</td>
<td>Readings, especially The Jesus Legend, lectures, discussions</td>
<td>Exams</td>
<td>Minimum grade: 70%</td>
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<td>4) Engage and respond to the critical issues and make informed, defensible decisions regarding them.</td>
<td>Class assignments, readings</td>
<td>Book reviews, Research paper, essay questions on exams</td>
<td>Minimum grade: 70%</td>
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<tr>
<td>5) Describe how the critical study of the Bible can be used in service to the church.</td>
<td>Discussions</td>
<td>Essay questions on exams</td>
<td>Minimum grade: 70%</td>
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<td>6) Articulate their own understanding of the origins and inspiration of the Bible.</td>
<td>Readings, class discussion</td>
<td>Essay question on final exam, book review</td>
<td>Minimum grade: 70%</td>
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Course Requirements, Assignments, and Projects:

1. **Summary of selected Apocrypha:** Write a one page summary of each of the following: Tobit, Judith, Susanna, Bel and the Dragon, Psalm 151, and The (Infancy) Gospel of Thomas (available on Blackboard). Due via Blackboard (10%)  

2. **Enns Review and Critique:** Each student is to write at least a 6 page review of Enns's *Inspiration and Incarnation*. The review should be detailed enough to make it clear that you have read and understood the book. A good review will indicate at least 2 disagreements or further questions the book raises for you. Submit your review on Blackboard under "Assignment Submission Links." (10%)  

3. **Summary of Eddy and Boyd, The Jesus Legend.** Read chapters 1-3 and 9-10. Write a 3 page summary of each chapter (you may make your summary longer if you wish, but for grading purposes I'm only looking for at least 3 pages per chapter). (10%)  

4. **Examinations.** There will be a midterm and a final exam. The exams will be open book and note, but have a time limit. The exams will cover lectures, readings, and terms from the attached page (“Terms to Learn”). The online midterm can be taken at the time of your choice during the week of October ? (deadline is midnight on ?). The online final will be taken anytime from Friday December ? to ?. (45%)  

5. **Term paper.** The paper will be 10-12 typed, double-spaced pages. Content will be the most important consideration in grading, but resources, grammar, spelling, etc., will also affect the grade. The paper is due by midnight on Sunday, December 2. Late papers will be penalized 10 points per day. **You must follow the attached “Paper Guidelines.”** (20%)  

6. **Attendance and Participation** (5%)  

**Note:** All papers due in the class should be submitted electronically using Blackboard.  

**Late papers:** A late penalty will be assessed to all work submitted late. This penalty will amount to a 2-3% grade reduction for each day that the assignment is late. I may make exceptions for individuals based on unavoidable life circumstances (death in the family, extended illness), but these circumstances must be exceptional and serious. I will not grant unpenalized extensions simply because an individual feels overwhelmed by too much work, for instance.  

**Grading:** 100-90% - A; 89-80% - B; 79-70% - C; below 70% - F  

**Academic Integrity:** In keeping with our identity as a Christian University and our goal to help shape lifelong disciples of Christ, academic integrity will be taken very seriously in this class. Unless specific permission is given to collaborate on assignments with other students, each student's work shall be his/her own. Cheating on exams or assignments and plagiarizing on written assignments will, depending on the severity of the case, result in penalties ranging from a significantly reduced grade on the assignment to failing the course. Decisions in these matters rest with the instructor. Instances of cheating or plagiarism will also be reported to members of the administration. See the Student Handbook or Lipscomb’s web site.  

**Students Requiring Accommodations:** If you require special considerations for a documented disability, please discuss this with me immediately. If you are entitled to accommodations but have not yet registered with the Counseling Center, contact that office at 966-1781.  

**Dropping the Course:** Deciding to stop participating in the class does not constitute dropping the course. After Aug 25th, a drop/add form (available in the Registrar's Office) must be signed by the
teacher and processed in the Registrar's Office before the drop is official. If your name is still on the
roster at the final grading time you will be assigned a grade based on the policies of this syllabus.
Aug 25--Last day to drop on the web (no drop form necessary)  Oct 26--Last day to drop

**Class Schedule:**
Note: This schedule is subject to change. A *tentative* description of assignments is given below. It
indicates some of the major readings and writing assignments, but other work may be added to the
schedule depending on class progress and development.

NOAB=New Oxford Annotated Bible

**Week 1: Course introduction; History of Research**

Read:
1. *NOAB*, xiii-xviii, for background on the study Bible we are using.
2. *NOAB*, Essays 2208-2234, for a thorough introduction to the topic of the History of
Research. Grasping these basic methods of interpretation will serve you well for the entire semester.
concise introduction to the basic categories of pre-modern, modern, and
postmodern interpretation.

**Week 2: Textual Criticism: Manuscripts, Versions, and Translations**

Read:
1. Mk 16:1-20; John 7:53-8:11; 1 John 5:6-12—classic texts with dubious manuscript
evidence. Should these passages be included?
2. *NOAB*, Essays 2192-2197—background to lecture on textual criticism.
Information that will serve you well on the first test.
4. John J. Brogan, "Can I Have Your Autograph? Uses and Abuses of Textual
Criticism in Formulating an Evangelical Doctrine of Scripture," in *Evangelicals
and Scripture: Tradition, Authority, and Hermeneutics*, ed. Vincent Bacote, Laura
C. Miguelez, and Dennis L. Okholm (IVP, 2004), 93-111. (on Blackboard)

**Week 3: Canon of the OT and NT**

Read:
1. Matt 23:35; Lk 24:44—could these be early references to the complete OT canon?
2. 2 Peter 3:16—did Peter think Paul's letters were on par with Scripture?
3. *NOAB*, Essays 2185-2191—read to understand the complex process behind the OT
and NT canon.
4. Craig D. Allert, Chapter 2 in *A High View of Scripture? The Authority of the Bible
37-66. (on Blackboard)

**Summary of Selected Apocrypha due by midnight, September 9**

**Week 4: The Apocrypha**

Read:
1. *NOAB*, Apocrypha 1361-1367—for explanation of what books make up the
Apocrypha and when and by whom they were written.

**Enns Review due by Midnight, September 16.**

5 **The Pentateuch: Source, Form and Narrative Criticism**

Read:

1. *NOAB*, Hebrew Bible 3-6—Do you buy these arguments against Mosaic authorship?
2. Gen 1-2—Are there 2 different creation stories?
3. Gen. 12:10-20; 20; 26:1-11—classic example of possible "doublets" within the Pentateuch. Could these be variant traditions based on one original story?
4. Deut 17:14-20; 34:1-12—Could this have been written after the time of Moses?

6: **The Deuteronomistic History**

Read:

1. Josh 23-24; 1 Ki 8:22-61; —for examples of "theological" reviews/predictions of history
2. *NOAB*, Hebrew Bible, 247-249; 313-317—note well how OT historiography differs from modern historiography
3. *King David Article* from US News (on Blackboard)

7: **Isaiah**

Read:

1. Compare Isa 1, 6, 7, 10 with Isa 40-41—Do you perceive a different style?
2. *NOAB*, Hebrew Bible, 961-967—what arguments are the strongest for composite authorship?

8: **Midterm**

9: **Daniel**

Read:

1. Daniel 1-12. To what kingdoms do the symbols in Dan 2, 7-8 refer? Greece or Rome? What do you make of the miraculous elements of the book?
2. *NOAB*, Hebrew Bible, 1233-1234—note the arguments over the dating of Daniel

10: **Psalms and Wisdom Literature**

Read:
1. Psa 1, 2; Job 1-3; Prov 7-9; Ecclesiastes 1-12—get a feel for this genre. How is it different from the other biblical material?
2. *NOAB*, Hebrew Bible, 721-726; 773-775; 895-896, 935-936—who wrote these books?

**Summary of The Jesus Legend due October 28th, by midnight**

11: **The Synoptic Problem and Redaction Criticism**
   Read:

12: **The Gospel of John**
   Read:
   1. John 1-6, 21—How do Jesus' teachings in John differ from the Synoptics?

13: **The Quests for the Historical Jesus**
   Read:
   1. Article from Scot McKnight's blog (on Blackboard)
   3. Scot McKnight, "The Jesus We'll Never Know: Why Scholarly Attempts to Discover the 'Real' Jesus Have Failed, and Why That's a Good Thing," and N. T. Wright, "Abandon Studying the Historical Jesus? No, We Need History. A Repsonse to 'The Jesus We'll Never Know,'" *Christianity Today* (April, 2010). (on Blackboard)

14: Thanksgiving

15: **Paul's Letters and Pseudonymity in the Ancient World**
   Read:
   1. 1 and 2 Tim, Titus—Why would some say Paul did not write these?
   2. *NOAB*, New Testament 2084—What arguments are given against Pauline authorship?

Term paper due by midnight, Dec 2nd, via Blackboard's Assignment Submission Link
Inspiration of Scripture

Terms to Learn

The meaning and significance of each of the following terms should be learned. Use Patzia’s and Petrotta’s Pocket Dictionary for this purpose. You should be able to define each term with a sentence or two, showing that you recognize the term and its significance.

**Midterm**

Anthropomorphism  
Apparatus, Critical  
Autograph  
B.C.E.  
Canon  
Canonical Criticism  
C.E.  
Codex  
Covenant Code  
Cult, cultus  
Decalogue  
Deuterocanonical Books  
Emendation  
Eponym  
Etiology  
Gloss  
Hagiographa (and Kethubim, Writings)  
*Historie, historisch* (and *Geschichte*)  
Holiness Code  
LXX  
Major Prophets  
Masoretes  
Minor Prophets  
Minuscule  
Myth  
Narrative Criticism  
Nebiim (and Prophets)  
Papyrus  
Parchment (Vellum)  
Peshitta  

Primeval History  
Provenance  
Pseudepigraphy  
Recension  
Redactor  
Saga  
Samaritan Pentateuch  
Second Temple Judaism  
sensus literalis  
sensus plenior  
Suzerainty Treaty  
Tanak  
Targum  
Tetragrammaton  
Tetrateuch  
Textus Receptus  
Torah  
Tradent  
Uncial  
vaticinium ex eventu  
Version  
Vulgate  

**Final Exam**

Allegorical Method  
Amanuensis  
Apocalyptic  
Biblicism  
Bibliolatry  
Catholic Epistles  
Deconstruction  
Demythologization  
Diatessaron  
Dissimilarity, criterion  
of  
Early Catholicism  
Eschatology  
Feminist Hermeneutics  
(feminist criticism)  
Gnosticism  
Gattung  
*hapax legomenon*  
Hebrew Bible  
Hellenism, hellenization  
*ipsissima verba Jesu*  
*ipsissima vox Jesu*  
Jesus Tradition  
Kerygma  
Koine  
*logion*  
Midrash  
Mishnah  
Oral Tradition  
Paranesis  
Parousia  
Passion Narrative  
Pastoral Epistles  
Pauline school  
Pericope  
Pesher  
*Protoevangelium*  
Pseudonymous  
Qoheleth  
Salvation History (or *Heilsgeschichte*)  
Semitism  
*Sitz im Leben*  
Talmud  
Typology  
Vorlage
Critical Intro – Paper Guidelines

Paper Content
The paper will be 10-12 typed, double-spaced pages. Content will be the most important consideration in grading, but resources, grammar, spelling, etc., will also affect the grade.

Possible Topics
1. A critical introduction to any book of the Bible or Apocrypha
2. The Date of the Exodus
3. The Historicity of Jonah
4. The Historicity of Job
5. The Authorship of Ecclesiastes
6. The Authorship of Song of Solomon
7. The Date of Daniel
8. The Ending of Mark
9. The Cleansing of the Temple in the Synoptics and John
11. The Identity of the Beloved Disciple in John
12. The Authenticity of the Pastorals
13. The Authenticity of 2 Peter
14. The Date of Revelation
15. The Authorship of Revelation
16. Was Pseudonymity an Accepted Practice in the Early Church?
17. Other topics may be acceptable. Get my approval first.

The paper should engage all sides of a debated issue and give a fair representation of the respective positions (i.e., their evidence). It is best to state your own view at the beginning and then give the arguments for it. In doing so, weigh the evidence and give counter arguments.

As sources, each student should cite at least the following:

1. The introductions to four modern (copyright 1970 or later), scholarly commentaries on your book. The commentaries should reflect the theological spectrum. Though they have some good insights, do not use commentaries such as Calvin, Luther, Coffman, Boles, Lipscomb, Dehoff, Barnes’ Notes, Barclay’s Daily Study Bible, Adam Clarke, Matthew Henry, Johnson’s Notes, notes in a Study Bible, or on-line commentaries. For a good listing of commentaries see www.bestcommentaries.com.

Commentary series that generally represent the liberal-critical position are: Anchor Bible Commentary; Augsburg Commentary; Continental Commentary; Hermeneia; International Critical Commentary; Interpretation; Old Testament Library; New Century Bible Commentary.

Commentary series that generally represent the conservative end are: College Press NIV Commentary; Living Word (pub. by Sweet/Abilene Univ.); New American Commentary; New International Commentary on the Old/New Testament; New International Greek Testament Commentary; Tyndale Commentaries.

Two commentary series that generally fall in the middle of the spectrum are New International Biblical Commentary and Word Biblical Commentary.

*You are not limited to these commentary series.
2. **Two articles from scholarly journals.** These articles should address a debated issue you are examining. Such journals include: Biblica; Bibliotheca Sacra; Catholic Biblical Quarterly; Expository Times; Harvard Theological Review; Interpretation; Journal of Biblical Literature; Journal of the Evangelical Theological Society; Journal for the Study of the Old/New Testament; Journal of Theological Studies; Themelios; New Testament Studies; Novum Testamentum; Restoration Quarterly; Vetus Testamentum.

3. **You are not required to use any on-line sources, and be aware that most of the material on-line is either out of date or not scholarly.** If you decide to do research on-line, you may use only the following sources:
   - http://www.ntgateway.com
   - http://www.otgateway.com
   - http://www.wabashcenter.wabash.edu/Internet/front.htm
   - http://sim74.kendrickparish.com

**Paper Form**

Since this is a writing course, a portion of the paper grade will depend on the use of proper grammar, spelling, etc. Here are some suggestions.

1. Use Turabian format. For a helpful guide on this format see the attached page and also: [http://www.wisc.edu/writing/Handbook/DocChicago.html](http://www.wisc.edu/writing/Handbook/DocChicago.html)

2. Include a Works Cited page at the end. Here you should include only those sources cited in your paper. You may consult many sources that go unused in your paper. This is a sad element of research that you just have to learn to live with.

3. Margins should be at least 1 inch on all sides, and the font should be Times New Roman 12 point.

4. If you use someone else’s words, put the words in quotation marks. If you directly cite an author or use his/her idea, give credit. Use footnotes. **Plagiarism (i.e., the unacknowledged use of another’s words or ideas) will result in a 0 grade for the paper.**

5. Proofread your work. Better yet, have someone else do it. Run the spell-checker, and watch for common slips that the spell-checker will not catch (e.g., confusing “there” and “their,” or “to” and “too,” or using “her/him” when you should have used “she/he”).

**Grading:** The papers will be graded as follows: Content, 80%; Form 10%; resources, 10%.

If you would like me to read over a draft of your paper, I will be glad to do so if it is given to me in reasonable time. I will be happy to check your bibliography any time.
COMMON TERM PAPER PITFALLS

1) Deficiencies in Structure
   a) Failure to delimit your topic sufficiently.
   b) Poor organization. Please
      i) lay out your goal(s) plainly near the beginning of the paper
      ii) organize your paper around your goal(s)
      iii) use subheadings and/or topical sentences to provide clear delineation of various sections
      iv) summarize your results at the end
   c) Wandering into peripheral areas. Restrict your discussion to that which is directly pertinent to your goal(s).

2) Deficiencies in Research
   a) Reliance on popular level sources, which often promote inaccuracies.
   b) Reliance on older materials that reflect positions that are now out-of-date.
      (Of course, they may be cited as part of a history of interpretation.)

3) Deficiencies in Argumentation
   a) Failure to cover all significant positions on your subject.
   b) Failure to reply to all major arguments against your own position or in favor of other positions.
   c) Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
   d) Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion.
   e) Failure to note whether your source actually agrees with a certain view or just presents it as one option among many.

4) Deficiencies in Academic Style
   a) Overquoting. Use direct quotations reluctantly.
   b) Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not contribute directly to your goal (e.g., technical sidelights such as minor textual variants, interesting quotes that do not quite belong in the text, etc.).

5) Other Problems
   a) Misspellings and other evidence of not proofreading carefully.
   b) Lack of attention to Turabian.
Samples of Commonly Used Turabian Styles

Commentary in a Series
Footnote:

Works Cited:

Journal Article
Footnote:

Works Cited:

Dictionary Article
Footnote:

Works Cited: