



“We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven.”

Blessed Basil Moreau, Founder of the Congregation of Holy Cross

Professor:	Gerald L. Stevens, PhD	Course:	THE 625.H1
Email:	gstevens@uhcno.edu	Time:	Tues/Thur, 9:00–11:10 am
Website:	drkoine.com	Format:	Online
Availability:	Email within 24 hours	Room:	Canvas

BIBLICAL THEOLOGY SYLLABUS (THE 625) SUMMER 2022

I. COURSE DESCRIPTION

This course introduces the student to the historical background and literature of the ancient Hebrews and early Christians through a Catholic perspective. Students will learn and practice the historical-critical method of biblical interpretation, which involves a close reading of the text giving special attention to the author’s original intent. In addition, students will be able to discuss the historical context of the writings that informs a proper interpretation and application of the biblical material. Relevant Church documents will be referenced, key terms will be defined, and select portions of the biblical text will be analyzed and interpreted. At various points, the course will compare and contrast Catholic and Protestant understandings of the Scriptures.

II. COURSE RATIONALE

This course is essential for understanding the scope, principles, and evolution of biblical interpretation, particularly in the Catholic Church, and its relationship with theology at the master’s level. Through reading, writing, and conversation we hope to deepen our understanding of the God who speaks to us through the Scriptures and theology.

III. THE CATHOLIC INTELLECTUAL TRADITION

The mission of the University of Holy Cross College is that of the Marianite Sisters: to serve God and the community. Our Lady of Holy Cross College serves God and the community as a beacon of the Catholic intellectual tradition, encompassing all peoples seeking truth. Through tradition persons communicate, interact, and share experiences over time and cultures. Catholic tradition strives for intellectual excellence—knowing what can be known through desire, honesty, and integrity. This tradition has included great theologians, scientists, artists, writers, teachers, and philosophers, but also arises in everyday teaching and learning from person to person, parent to child, and educator to

student. The University of Holy Cross embraces this excellence that flows from the Catholic intellectual tradition.

IV. DEPARTMENTAL MISSION

The mission of the Theology Department at University of Holy Cross is to invite students to study and engage Catholic theological, spiritual, and social traditions and to communicate their knowledge and experience. Exploring the world from a Catholic-Christian vision fulfills the mission of UHC and allows students to “love seeking truth.”

V. DEPARTMENTAL LEARNING OUTCOMES

Upon successful completion of the Master of Arts in Catholic Theology candidates should be able to:

1. demonstrate familiarity with Sacred Scripture and Catholic theological resources
2. demonstrate the ability to reason, discern, and articulate theologically in relation to one’s career or profession
3. engage in fruitful dialogue with other Christian and religious traditions
4. cultivate a well-formed conscience through practical judgment and ethical analysis based upon the Catholic theological and moral tradition
5. demonstrate the ability to evaluate social and political traditions in light of Catholic social teaching
6. engage in successful theological research so as to demonstrate the ability to analyze critically and articulate clearly theological arguments in both writing and speech

VII. OUTLINE OF TOPICS

- Reading and Studying Sacred Scripture
- The Bible as Scripture
- Catholics and the Bible
- Catholic Understanding of Scripture
- Sacred Scripture and Tradition
- History and literature of the Old Testament
- History and literature of the New Testament

VIII. INSTRUCTIONAL METHODS

The course will utilize several methods including lecture, reading, catechism, discussion, written reports, as well as practice biblical interpretation.

IX. COURSE MATERIALS

Required

- Kugler, Robert and Patrick Hartin. *An Introduction to the Bible*. Grand Rapids: Eerdmans, 2009.
- Marrow, S. B. and P. Ceroke. “Biblical Theology” in *New Catholic Encyclopedia*. 2nd ed. Volume 2. Farmington Hills, MI: Gale Research Inc, 2002, 2:381–90.
- Hartman, L. F. “Biblical Exegesis” in *New Catholic Encyclopedia*. 2nd ed. Volume 5. Farmington Hills, MI: Gale Research Inc, 2002, 5:506–24.
- *New Revised Standard Bible*. Second Catholic Edition, 2006 (or NRSV with Apocrypha-Deuterocanonicals)

- *Catechism of the Catholic Church*. Second Edition. Libreria Editrice Vaticana, 1994. Also available online at:
http://www.vatican.va/archive/ENG0015/_INDEX.HTM
- *Verbum Domini: Post-Synodal Apostolic Exhortation of the Holy Father Benedict XVI to the Bishops, Clergy, Consecrated Persons and the Lay Faithful on the Word of God in the Life and Mission of the Church*. Available online at:
http://w2.vatican.va/content/benedict-xvi/en/apost_exhortations/documents/hf_ben-xvi_exh_20100930_verbum-domini.html

Recommended

- Allison, Gregg R. *Roman Catholic Theology and Practice: An Evangelical Assessment*. Crossway Books, 2014.
- Bergsma, John and Brant Pitre. *A Catholic Introduction to the Bible, Vol. 1: The Old Testament*. San Francisco: Ignatius, 2018.
- Frigge, Marielle OSB. *Beginning Biblical Studies: Revised Edition*. Winona, MN: Anselm Academic, 2013.
- McKnight, Scot and B. J. Oropeza. *Perspectives on Paul: Five Views*. Grand Rapids: Baker Academic, 2020
- Pitre, Brant, Michael P. Barber, John A. Kincaid. *Paul, a New Covenant Jew: Rethinking Pauline Theology*. Foreword by Michael J. Gorman. Grand Rapids: Eerdmans, 2019.

X. EVALUATION PLAN

Assignments

- Weekly reading quizzes on the Kugler and Hartin textbook
- *Verbum Domini* summaries in three parts (*Verbum Dei*, *Verbum in Ecclesia*, *Verbum Mundo*). Concisely summarize each numbered unit in *one or two sentences*. Thus, for *Verbum Dei*, with 44 unit numbers, will have 44 sentences minimum, 88 maximum. These summary sentences are like simple bullet points, not a narrative with paragraphs. This assignment best is compiled in a working document cumulatively each week.
- Frigge reading report in a one-page, single-spaced summary (Frigge: 28–49, pdf)
- NCE reading reports, one-page each, single-spaced summary (pdf supplied)
- Research paper. First, choose your paper passage from the list supplied by the professor. Three components of the research paper will be completed cumulatively.
 - **Background Study.** Compile a background study worksheet about the historical and cultural context for your assigned passage using resources provided by the professor. Due *beginning of class*, **Monday, Nov. 11**. Late penalty is five points after class hour of due date, then five points per subsequent missed class days. A background study guide can be found on the professor's website at:
<https://drkoine.com/pdf/herm/assignments/NTBackgroundStudyGuide.pdf>
 - **Word Study.** Compile a word study worksheet on the chosen word for your assigned passage using resources provided by the professor. Due *beginning of class*, **Monday, Nov. 18**. Late penalty is five points after class hour of due date,

then five points per subsequent missed class days. A word study guide can be found on the professor's website at:

<https://drkoine.com/pdf/herm/assignments/NTWordStudyGuide.pdf>

- **Research Paper.** Compile your background and word study worksheet results. Present an exegetical paper on an assigned topic, using tools discussed in the course. Use Turabian style, twelve to fifteen double-spaced pages, plus a bibliography. Stapled, left corner—NO covers (plastic, etc.). Due *at the beginning of class*, Monday, Dec. 2. Late penalty is five points per day. An example paper with discussion of Turabian form can be downloaded at:

<https://drkoine.com/pdf/herm/assignments/TurabianPaperT8.pdf>

- **Required Outline. The paper's required outline is given in detail below:**

Introduction—Build interest; indicate the purpose for the paper, the general nature of the passage being studied, and the exegetical promise of the passage.

Chapter 1: Text and Historical Background

Provide the translation, background study, and word study.

- (1) *Text*—Provide your translation with verse numbers and paragraph divisions. If an English exegesis, provide the text of the English version you are using, and footnote the bibliographic data of this publication.
- (2) *Background Study*—Summarize in a concise and condensed form your background study topic. Overview historical, social, cultural elements.
- (3) *Word Study*—Summarize in a concise and condensed form your word study of a significant term in the passage.

Chapter 2: Exegetical Analysis

Provide the basic exegesis of this biblical passage. This exegesis should be focused on the principal literary context of the passage or topic at hand, as well as a literary analysis of the material.

- (1) *Literary Context*—Overview the literary context of your particular passage in terms of its placement in the immediate and larger outline of the document.
- (2) *Literary Analysis*—Indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses.
- (3) *Conclusion/Central Theme*—Conclude by summarizing the main results of the research, what has been learned from the historical background and exegetical analysis. Finally, state the central theme of the passage in one concise sentence as supported by the exegetical analysis, and then expand on the idea. Indicate a central biblical truth supported by the passage to guide teaching and preaching.

Chapter 3: Catechetical Application

Anticipate an application of this passage in a catechetical setting. That is, integrate your research results into an applicable part of the Catholic

Catechism (your choice). At the same time, critique the catechism as appropriate according to the research results. Also, interact with an area of the *Verbum Domini* reading where appropriate.

Research Paper Options

Narrative—Gospels	Matt. 26:17–30
Background Paper Focus:	Passover Feast (history, celebration, constituent elements)
Word Study Paper Topic:	Covenant, <i>diathēkē</i> (διαθήκη) (v. 28)
Narrative—Gospels	John 3:1–8
Background Paper Focus:	Pharisees (history, beliefs, first-century setting)
Word Study Paper Topic:	Again, <i>anōthen</i> (ἄνωθεν) (v. 3)
Narrative—Parables	Luke 20:9–18
Background Paper Focus:	Economy (rich and poor) and Agriculture (tenant farmers)
Word Study Paper Topic:	Parable, <i>parabolē</i> (παραβολή) (v. 9)
Narrative—History	Acts 8:4–25
Background Paper Focus:	Samaritans (history, beliefs, first-century setting)
Word Study Paper Topic:	Baptize, <i>baptizō</i> (βαπτίζω) (v. 12)
Epistle—Pauline	Rom. 3:21–26
Background Paper Focus:	Righteous, Righteousness (in general, but also specifically “of God”)
Word Study Paper Topic:	Propitiation, <i>hilastērion</i> (ἱλαστήριον) (v. 25)
Epistle—Pauline	1 Thess. 4:13–18
Background Paper Focus:	Resurrection (history of development, first-century Jewish belief)
Word Study Paper Topic:	Parousia, <i>parousia</i> (παρουσία) (v. 15)
Epistle—General	Heb. 8:1–6
Background Paper Focus:	High Priest (Zadokite, Hasmonean history; cultic function)
Word Study Paper Topic:	Covenant, <i>diathēkē</i> (διαθήκη) (v. 6)
Epistle—General	1 Pet. 5:1–9
Background Paper Focus:	Elders (Jewish cultural background; leadership roles)
Word Study Paper Topic:	Christ, <i>Christos</i> (Χριστός) (v. 15)
Apocalyptic	Rev. 2:12–17
Background Paper Focus:	Pergamum (history, culture)
Word Study Paper Topic:	Satan, <i>satanas</i> (σατανᾶς) (v. 13)
Apocalyptic	Rev. 12:7–12
Background Paper Focus:	Michael, the archangel (development of angels in Jewish belief)
Word Study Paper Topic:	Dragon, <i>drakōn</i> (δρακῶν) (v. 7; Ancient Near Eastern background)

Grading

- Reading Quizzes 25%
- *VD* Summaries 25%
- Frigge Report 05%
- *NCE* Articles 05%
- Background Study 05%
- Word Study 05%
- Research Paper 30%

XI. ATTENDANCE POLICY

- A. Because this is an online class that meets at a particular time, no absences are permitted. You are expected to be synchronously online for every class, with allowance for asynchronous makeup work under the stipulations given below.
- B. Over the course of the semester, you are allowed three asynchronous classes (classes in which you do not meet during the class time but watch the video at a later time). Students unable to attend a class in person or synchronously through Zoom must:
1. View the recording of the class within 72 hours of the file being uploaded
 2. Submit 600-word paper that summarizes the main points of discussion for the class.
 3. For the fourth asynchronous class the course grade will automatically be reduced by an additional 10% and a conference with the professor during office hours will be in order.
 4. For the fifth asynchronous class the course grade will be reduced by an additional 15%.

XII. CLASSROOM ETIQUETTE

The lecture/discussions will take place in an academic atmosphere; one of openness, thoughtful reflection, and of concentration. The student should bring all assigned reading materials to every class meeting. The professor will respond to email within twenty-four hours.

XIII. DISABILITY ACCOMMODATION POLICY

- A. In accordance with the Americans with Disabilities Act, University of Holy Cross provides disability accommodation for students with identified and/or diagnosed disabilities. Students with disabilities need not inform their instructors about the nature of their disabilities, but they are responsible for contacting and providing appropriate documentation to the Disability Services Coordinator in the Office of Student Life prior to receiving accommodation.
- B. The process for requesting accommodation(s) is:
1. The student should contact the Disability Services Coordinator in the Office of Student Life to provide appropriate documentation regarding the disability.
 2. The Disability Services Coordinator will provide a letter of accommodation which must be signed by the student prior to its being distributed to faculty.
 3. The student must submit his/her schedule at the beginning of each semester to request the release of the accommodations letter to faculty. Accommodations letters are NOT automatically sent to faculty – the student must request letters to be sent each semester by submitting a schedule of classes.
 4. The Disability Services Coordinator will notify the student when the accommodations letter has been sent to the faculty members requested.
 5. Once the accommodations letter has been sent to the faculty requested by the student, it is the student's responsibility to meet with each faculty member to discuss how his/her accommodations may be met within each course.

Faculty members SHOULD NOT provide accommodations to students unless an official letter/email has been received from the disabilities coordinator in the Office of Student Life. University of Holy Cross will attempt to meet reasonable accommodations requested. A reasonable accommodation is a modification to a non-essential aspect of a course, program, service or facility which does not pose an undue burden and which enables a qualified student with a disability to have adequate opportunity to participate and to demonstrate his or her ability. Such accommodations are determined on an individual basis depending upon the nature and extent of the disability.

If a student has a documented disability which requires accommodations(s), or if more information is needed, please contact the Office of Student Life at (504) 398-2110 or Meredith Reed at 504-398-2236/ mreed@uhcno.edu

XIV. CELL PHONE UTILIZATION POLICY

Cell phone usage is prohibited in class. Cell phones must be silenced upon entering class. Any type of cell phone utilization may be cause for dismissal from class. Any exceptions to this regulation must be cleared with the instructor prior to the beginning of class.

XV. ACADEMIC HONESTY

- At the University of Holy Cross intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance. Violations of academic honesty include but are not limited to cheating, plagiarism, collusion, academic misconduct, falsification, fabrication, and the attempt to commit such a violation. All work that is submitted by a student for credit must be the work of that student ONLY. Students should not allow anyone else to write their papers in part or whole. Failure to report the academic dishonesty of other students also constitutes a violation of this policy.
- Plagiarism is a particularly serious violation of academic integrity. When students use words, ideas, or data from any source, including the Internet, that source must be cited (usually parenthetically but possibly with footnotes or endnotes, depending on the discipline), even if it is paraphrased. In addition to the citation, if the exact words of the source are used, they must be placed in quotation marks.
- In all cases of plagiarism and any other form of academic dishonesty, including cheating on tests, failure to report cheating by other students, and submitting work that someone other than the student has written, serious consequences result. Please refer to the *UHC Course Catalog* (under “Academic Policies”) and the *UHC Student Handbook* for a full description of the Academic Honesty Policy.
- In order to prevent plagiarism, all papers written outside of class may be submitted to Turnitin.com, according to the instructor’s discretion. Other written assignments (such as homework exercises, informal essays, and take-home tests) are submitted if the instructor determines such action necessary.

XVI. COURSE CALENDAR

- KH = Kugler and Hartin; VD = *Verbum Domini*; NCE = *New Catholic Encyclopedia*
- Biblical texts covered in each topic are to be read

- Frigge Reading Report (pdf supplied); one page, single spaced
 - * Catholics and the Bible
 - * Catholic Understanding of Scripture
 - * Sacred Scripture and Tradition
 - * Biblical Interpretation and Faith Communities
- NCE Reading Reports (pdfs supplied); one page each, single spaced
 - * Biblical Theology (NCE 2:381–90)
 - * Biblical Exegesis (NCE 5:506–24)

Day	Topic	Assignments
WEEK 1: May 24, 26		
Tu 24th	Introduction, Reading the OT, Canon	KH: 1–44; 319–28; 523–31; Quiz ; <i>Verbum Dei</i> : VD: 1–5
Th 26th	<i>Pentateuch</i> : Genesis–Exodus	KH: 45–79; Quiz ; <i>Verbum Dei</i> : VD: 6–21; Frigge
WEEK 2: May 31, June 2		
Tu 31st	<i>Pentateuch</i> : Leviticus–Deuteronomy	KH: 80–112; Quiz ; VD: 22–28; NCE 1: BibTheo
Th 2nd	<i>Historical</i> : Joshua–Samuel	KH: 118–53; Quiz ; VD: 29–38; NCE 2: BibExeg
WEEK 3: June 7, 9		
Tu 7th	<i>Historical</i> : Kings–Esther	KH: 154–86; Quiz ; <i>Verbum Dei</i> : VD: 39–49; Verbum Dei Summary Due
Th 9th	<i>Writings</i> : Job–Song of Songs	KH: 187–226; Quiz ; <i>Verbum in Ecclesia</i> : VD: 50–71
WEEK 4: June 14, 16		
Tu 14th	<i>Prophets</i> : Isaiah–Ezekiel	KH: 227–62; Quiz ; <i>Verbum in Ecclesia</i> : VD: 72–89; Verbum in Ecclesia Summary Due
Th 16th	<i>Prophets</i> : Daniel–Jonah	KH: 263–92; Quiz ; <i>Verbum Mundo</i> : VD: 90–108
WEEK 5: June 21, 23		
Tu 21st	<i>Prophets</i> : Micah–Malachi, Apoc., Etc.	KH: 293–318; Quiz ; <i>Verbum Mundo</i> : VD: 109–24; Verbum Mundo Summary Due
Th 23rd	Introduction, Reading the NT, Quest	KH: 329–60; 532–34; Quiz ; On Hist.–Critical Method
WEEK 6: June 28, 30		
Tu 28th	<i>Gospels</i> : Mark, Matt, Luke–Acts	KH: 361–416; Quiz ; On Background Studies (BS)
Th 30th	<i>Pauline</i> : Thess–Philemon	KH: 417–53; Quiz ; BS Due ; On Word Studies (WS)
Break Week 1: July 5, 7 (travel)		
Break Week 2: July 12, 14 (travel)		
WEEK 7: July 19, 21		
Tu 19th	<i>Pauline, Johannine</i> : Gal–GJohn	KH: 454–94; Quiz ; WS Due ; Writing Good Papers
Th 21st	<i>Johannine, General, Rev.</i> : EJohn–Rev	KH: 495–522; Quiz
WEEK 8: July 26, 28		
Tu 26th	Research Paper	Research Paper Due
Th 28th	Discussion of Research	Students Critiquing Assigned Papers

XVII. COMMUNICATION

Email communication between students and instructor should use UHC email addresses. Students are responsible for making sure that their SelfServe profiles contain their proper UHC contact information. Professor will respond to student emails within twenty-four hours. To reduce the number of emails the professor has to handle, please reread the syllabus first or ask another student from class to try to find an answer.

XVIII. BIBLIOGRAPHY**General Resources**

- Augustine. *Confessions*. Books 11–13.
- von Balthasar, Hans Urs. *Explorations in Theology I: The Word Made Flesh*. San Francisco: Ignatius, 1989.
- Congar, O.P., Yves. *The Meaning of Tradition*. San Francisco: Ignatius, 2004.
- Farkasfalvy, Denis. *Inspiration and Interpretation: A Theological Introduction to Sacred Scripture*. Washington, D.C.: The Catholic University of America Press, 2010.
- _____. *A Theology of the Christian Bible: Revelation, Inspiration, Canon*. Washington, D.C.: The Catholic University of America Press, 2018.
- Granados, José, et al., Eds. *Opening Up the Scriptures: Joseph Ratzinger and the Foundations of Biblical Interpretation*. Grand Rapids: Eerdmans, 2008.
- Irenaeus. *On the Apostolic Preaching*. Translated by John Behr. Crestwood, NY: St. Vladimir's Seminary Press, 1997.
- Latourelle, René. *Theology of Revelation: Including a Commentary on the Constitution "Dei Verbum" of Vatican II*. Staten Island, NY: Alba House, 1966.
- de Lubac, Henri. *History and Spirit: The Understanding of Scripture according to Origen*. Translated by Anne Englund Nash. San Francisco: Ignatius, 2007.
- _____. *Medieval Exegesis: The Four Senses of Scripture*, 3 Vols. Translated by Marc Sebanc (Vol. 1) and E. M. Macierowski (Vols. 2–3). San Francisco: Ignatius, 1998–2009.
- Martin, Francis. *Sacred Scripture: The Disclosure of the Word*. Naples, FL: Sapientia Press of Ave Maria University, 2006.
- Neuhaus, Richard John, Ed., *Biblical Interpretation in Crisis: The Ratzinger Conference on Bible and Church*. Grand Rapids: Eerdmans, 1989.
- Ratzinger, Joseph (Pope Benedict XVI). *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. Translated by Mary Frances McCarthy. San Francisco: Ignatius, 1987.
- _____. *God's Word: Scripture—Tradition—Office*. Translated by Henry Taylor. San Francisco: Ignatius, 2008.
- Steiner, George. *Real Presences*. Chicago: University of Chicago Press, 1989.
- Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington: Indiana University Press, 1985.
- Vorgrimler, Herbert, Ed. *Commentary on the Documents of Vatican II, Volume III: Declaration on the Relationship of the Church to Non-Christian Religions, Dogmatic Constitution on Divine Revelation, Decree on the Apostolate of the Laity*. New York: Herder and Herder, 1969, pp. 155–272.
- Waldstein, Michael Maria. "Analogia Verbi: The Truth of Scripture in Rudolf Bultmann and Raymond Brown," *Letter and Spirit* 6 (2010): 93–140.

Work, Telford. *Living and Active: Scripture in the Economy of Salvation*. Grand Rapids: Eerdmans, 2002.

Systematic Theological Resources

Dictionaries and Encyclopedias

- Angeles, Peter A. *The HarperCollins Dictionary of Philosophy*. 2nd ed. New York: HarperCollins, 1992.
- Brown, Colin, ed. *New International Dictionary of New Testament Theology*. 4 vols. Grand Rapids: Zondervan, 1974-78, 1985.
- Cross, Frank L. and Elizabeth A. Livingstone. *The Oxford Dictionary of the Christian Church*. 3rd ed. Oxford: Oxford University Press, 1997.
- Douglas, J.D., ed. *New 20th-Century Encyclopedia of Religious Knowledge*. 2nd ed. Grand Rapids: Baker, 1991.
- Eliade, Mircea, ed. *The Encyclopedia of Religion*. 16 vols. New York: MacMillan, 1986.
- Elwell, Walter, ed. *Dictionary of Evangelical Theology*. Grand Rapids: Baker, 1984.
- Erickson, Millard J, ed. *Readings in Theology*. 3 vols. Grand Rapids: Baker, 1973-79.
- _____. *Concise Dictionary of Christian Theology*. Grand Rapids: Baker, 1996.
- Ferguson, Sinclair B., David F. Wright, and J.I. Packer, eds. *New Dictionary of Theology*. Downers Grove/Leicester: InterVarsity, 1988.
- Harrison, Everett F., ed. *Baker's Dictionary of Theology*. Grand Rapids: Baker, 1960.
- Harvey, Van A. *A Handbook of Theological Terms*. New York: Macmillan, 1964.
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Systematic and General Theologies

- Aulen, Gustaf. *The Faith of the Christian Church*. Philadelphia: Fortress, 1960.
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- Berkhof, Hendrikus. *Christian Faith*. Grand Rapids: Eerdmans, 1979.
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