I acknowledge that I live and work on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee (aka Iroquois) peoples. Conrad Grebel and the University of Waterloo are situated on the Haldimand Tract, the land promised to the Six Nations in perpetuity, that includes 6 miles (approx. 10 km.) on each side of the Grand River.

I.

Introduction

A. Course Description

In this course we will explore ways in which the Bible has been employed to both justify and support as well as to challenge and oppose violence; in order to keep the scope more manageable we will limit ourselves to considering the Christian tradition in various historical and contemporary contexts. Our goal will be to identify negative and harmful interpretive patterns and seek alternative possibilities. The course will consist of exploring case studies on various topics including: slavery, the crusades, the Doctrine of Discovery and the ‘conquest/discovery’ of the Americas, First Nations residential schools in Canada, gender-based violence, and the environmental crisis.

*As a third-year course related to the Christian tradition, some familiarity with the broad contours of biblical literature and history will be expected. While religious conviction is welcome, it is not assumed or necessary for success in the course.

B. Student Objectives

During this course students will:

- discuss what constitutes “violence” in light of historical and contemporary examples;
 read primary and secondary sources from various contexts to identify how biblical interpretation and theological reflection has been used to justify and oppose various forms of violence;
 recognize a diversity of perspectives within the biblical corpus on these issues, and consider how they relate to one another;
 familiarize themselves with the literary, historical, and social settings and traditions of the Bible and consider their impact on this topic;
 consider the potential, complexity, and implications of biblical material for contemporary issues;
 become familiar with resources for biblical study; and
 improve critical reading and academic writing skills.

II. Course Requirements

A. Textbooks and required materials

1. The Bible
Students must each have their own copy, which they are expected to bring to every class. No one version is required — in fact, having a diversity present can enrich class discussion enormously. However, paraphrases and Bibles which use a ‘dynamic equivalence’ approach to translation will not be appropriate for this course (the Message, Good News Bible, Today’s English Version, etc.). If you are not sure whether your version is suitable, ask. Study Bibles of various versions are also available (NIV, NRSV, NASB, etc.), and can provide helpful additional information --- a Bible version with cross-references is highly recommended. For instance, students are welcome to choose from among:

- Tanakh (JPS - Jewish Publication Society)
- New American Bible (NAB)
- New American Standard Bible (NASB) or the older American Standard Version (ASV)
- New Jerusalem Bible (NJB) or the older Jerusalem Bible (JB)
- Common English Bible (CEB)
- 21st Century New King James Version, or the New King James Version (NKJV), or the Authorized or King James Version (AV or KJV)
- New Revised Standard Version (NRSV) or the older Revised Standard Version (RSV)
- Revised English Bible (REB) or the older New English Bible (NEB)
- Today’s New International Version (TNIV) or the older New International Version (NIV)
- Net Bible (available free on-line at http://www.bible.org). This can be used for comparison, but students will be expected to bring Bibles to class so this will not be sufficient as the only version.
2. **Course Reader** (Required)
Readings for this term will be available in a course reader available from the UW Bookstore, which students will be expected to bring to class. Occasional additional material may be posted on the LEARN site or made available through e-reserves.

3. **Essays and Reports, Jewinski and Vardon** (Highly Recommended)
This small booklet, published by the Writing Centre at UW, is a great one-stop reference to guide you through the process of writing essays and trouble shoot common writing mistakes. I also highly recommend Harvey,¹ an excellent resource that provides a more detailed but very light-hearted and accessible guide to the style, grammar, and formatting of academic papers. *Available on Reserve in the CGUC Library.*

B. **Student Evaluation**
*The basic building blocks of this course will be the reading of primary material (both historical and biblical) and secondary scholarly literature as well as consistent class attendance and participation.* Class sessions will assume and build upon these readings. Since assignments will provide the basis for class discussion, extensions will only be granted in exceptional circumstances. *Late assignments will be marked down 5% per school day.* Under normal circumstances, *no extensions will be granted for Critical Response assignments.*

<table>
<thead>
<tr>
<th>In-Class Questions</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Responses (7-1)</td>
<td>50%</td>
</tr>
<tr>
<td>Biblical Background paper</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection</td>
<td>milestone requirement</td>
</tr>
</tbody>
</table>

| Test (Nov. 15) or Final Project (Due Dec. 7) | 25% |

**BONUS – relevant lectures, etc.**

*In-Class Questions*
Throughout the term students will briefly respond to in-class questions, marked pass/fail.

**Consistent attendance will be crucial for success in this class.**

*Critical Responses to Readings*
Students will write multiple brief (300-400 word) responses that critically engage primary and/or secondary readings. *These assignments will respond to specific questions provided, are identified on the “Class Schedule” below as [CR], and will be submitted in*

the on-line LEARN ‘INBOX’. Extensions will not normally be granted for these assignments, so make sure they are in on time. The lowest mark for this element will be dropped. Further details regarding the expectations and marking breakdown of this element will be provided.

Biblical Background Paper
Students will study a biblical passage of their choice related to “Violence of the Bible” using scholarly secondary resources (Bible Dictionaries, commentaries, articles, etc.). Since this could be done with respect to passages related to various topics, these papers will not have a specific due date but can be submitted at any point during the term (4-6 pp.; 1200-1800 words). At a minimum, these are DUE on the last day of class (Nov. 29).

Reflection
Students will submit a brief personal reflection (1-2 pp.; 250-500 words) after hearing from a Guest Lecturer or a potential field trip to the Interpretive Centre at the Mohawk Institute (Six Nations Residential School near Brantford ON). A ‘Milestone requirement.’

Test or Final Project
Students will choose between writing a final test or submitting a final project --- in each case, these elements will be worth 25% of the final mark

Final test – will be taken during class session on Nov. 15.

Final project – students have the opportunity to pursue a topic of interest related to violence/peace and biblical interpretation, broadly considered (see list of suggestions at the end of the syllabus). This project can also take on various forms, including: a paper (6-8 pp.; 1800-2400 words); an annotated bibliography of several resources on a specific topic; a short story or fine arts piece, accompanied with an explanation; a public speech/presentation; etc.

Given the breadth of possible methods and topics, students will be required to submit a project proposal that outlines their chosen topic and a preliminary bibliography, along with their proposed method and procedure for tackling it. For the final project option students will submit a project proposal by Nov. 6 (worth 5%), with the Final Project DUE on Dec. 7 (worth 20%).

BONUS
There are many opportunities for learning and engagement outside of class at UofW and in the community, including special lectures, conferences, movie screenings, etc. After attending such an event, students may write a 1-page (250-300 word) description and response that outlines its relevance/connection to the course. These will be marked pass/fail and worth a 2% bonus to the final mark (to a maximum of 8 marks).
III. Further Instructions

Faculty of Arts Information

Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity and Discipline

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the Office of Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievances and Appeals

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.
On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Academic Style

All assignments for this class will use in-text citations, ie: (Suderman, 54). While a bibliography is not necessary for CRs, all other papers with references for this course will require a bibliography that complies with the Chicago Manual of Style (CMS). Failure to do so will have a negative impact on marks for the assignment.

** All submitted written material MUST provide both a word count and signed copy of the ‘Academic Integrity Statement’ (found on the UW-ACE site for this course).

In Biblical Studies certain conventions apply when citing biblical documents:

- Unless written within the flow of the paper, abbreviations consisting of the first three letters of biblical books should be used. Thus: “At the beginning of Genesis...” within a sentence, but (Gen. 1:1-6) as a reference following a sentence.
- Chapters and verses are separated by a colon, while verses within the same chapter are listed with a hyphen when describing a section (Pro. 1:1-7) or separated by commas when speaking of specific verses (Gen. 5:14, 17). Verses from different chapters are separated by a semi-colon (Job 2:1-4; 42:1-6). As noted here, the parentheses should precede ending punctuation.
- Unlike other citations, Bible citations are generally made in (parentheses) within the document itself. During discussions clearly marked as dealing with a specific chapter, abbreviations for verse and verses should be used (v. and vv. respectively). If you provide a list of references (for instance, several other places where the same term is found), these should be placed in a footnote.
- Reference to terms in biblical languages (Hebrew, Aramaic, Greek) are placed in italics. So, you write peace (English) but shalom (Hebrew).

**Appropriate Use of Technology

Students may use laptops and tablets during class time, provided this is directly linked to class lecture or discussion. Cell phones must be turned off during class. Inappropriate use of technology (sending texts, email/facebook, playing games, shopping, etc.) is profoundly distracting,
not only for you but also for those around you. If your use of technology distracts those around you, **the instructor reserves the right to restrict such use.**

## IV. Class Schedule

*Secondary readings below are listed on the dates to which they correspond and will be done in preparation for class.* See the LEARN site for **Reading Guides** that will identify and provide orienting questions for your biblical readings, as well as **web-links, announcements**, etc.

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Biblical Elements</th>
<th>Secondary Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 6 - Introducing “Violence” and “the Bible;” Syllabus</td>
<td></td>
<td>Warren, <em>Nellie Norton: Or, Southern Slavery and the Bible: A Scriptural Refutation of the Principal Arguments Upon Which the Abolitionists Rely.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Case Studies</strong></td>
<td></td>
<td>Warren, <em>Nellie Norton: Or, Southern Slavery and the Bible: A Scriptural Refutation of the Principal Arguments Upon Which the Abolitionists Rely.</em></td>
<td></td>
</tr>
<tr>
<td>Slavery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 11 – “Violence” + Slavery – Camara’s V1, V2, and V3</td>
<td>Abraham, Sarah and Hagar; Slave laws; Philemon</td>
<td>Warren (con.)</td>
<td></td>
</tr>
<tr>
<td>Sept. 18 – Slavery (cont.)</td>
<td>Biblical hermeneutics / interpretation</td>
<td>Swartley, “The Bible and Slavery”</td>
<td>CR</td>
</tr>
<tr>
<td>Sept. 20 -</td>
<td>Biblical resources -- Bible dictionaries and commentaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 25 - Constantine and the ‘Christian Empire (State)’</td>
<td>King to Messiah…</td>
<td>Eusebius, “The Conversion of Constantine” and “the Edict of Milan, 313;”</td>
<td>CR</td>
</tr>
</tbody>
</table>

---


<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Biblical Elements</th>
<th>Secondary Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 27 - Constantine (con.) and Crusades</td>
<td>Ps. 2; 18; cross in the NT</td>
<td>Leithart, “By This Sign”⁵</td>
<td></td>
</tr>
<tr>
<td></td>
<td>King to Messiah (con.)</td>
<td>Urban II’s Speech at Clermont, 1095</td>
<td></td>
</tr>
<tr>
<td>Oct. 2 - “Conquest” in God’s Name (“Discovery” of the Americas; Doctrine of Discovery)</td>
<td></td>
<td>Restall, “Apes and Men”⁶</td>
<td>CR</td>
</tr>
<tr>
<td><strong>Oct. 9 --- BREAK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 11 - Joshua - intro</td>
<td>Powery, “The Bible and Slavery in American Life”⁸</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McEntire, “God’s People Acquire Land by Violence”¹⁰</td>
<td></td>
</tr>
<tr>
<td>Oct. 18 - Joshua – an alternative reading</td>
<td></td>
<td>Suderman, “Conversion to Wisdom”¹¹</td>
<td></td>
</tr>
</tbody>
</table>

---

⁵ Peter J. Leithart, “By This Sign,” in Defending Constantine: The Twilight of an Empire and the Dawn of Christendom (Downers Grove, IL: IVP Academic, 2010), 68-96.
<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Biblical Elements</th>
<th>Secondary Readings</th>
<th>Assignment</th>
</tr>
</thead>
</table>
[see also TRC Commission final report;\(^{13}\) _They Came for the Children_\(^{14}\)] | CR |
| Oct. 25 – Legacy and Impact of Residential Schools (con.) | GUEST SPEAKER: Lori Campbell (Director, Waterloo Aboriginal Education Centre) | Lowman and Barker, “It’s Always about the Land;”\(^{15}\)  
McKay, “Expanding the Dialogue”\(^{16}\) |  |
| Oct. 30 – In Search of an Appropriate ‘Settler’ Response… |  | Regan, “Peace Warriors and Settler Allies;”\(^{17}\)  
Suderman, “Reflections of a Christian Settler”\(^{18}\) |  |


\(^{17}\) Paulette Regan, “Peace Warriors and Settler Allies” in _Unsettling the Settler Within_ (Vancouver: UBC Press, 2010), 213-237, 272-276.

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Biblical Elements</th>
<th>Secondary Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 1 – On Obeying Government and Civil Disobedience</td>
<td></td>
<td>“Public Statement;”  Martin Luther King Jr., “Letter From Birmingham City Jail” and “Our God is Marching On”</td>
<td>CR</td>
</tr>
<tr>
<td>Nov. 6 - Christian and the State</td>
<td>Rom. 13; Deut. 17; Mt. 5-7</td>
<td>Hauerwas, “MLK Jr. and Christian Nonviolence”</td>
<td>Project Proposal DUE</td>
</tr>
<tr>
<td>Nov. 8 – “God as a Warrior”</td>
<td>Exodus, Isaiah, NT</td>
<td>Yoder Neufeld, “Waging Peace: Putting on the Armor of God”</td>
<td></td>
</tr>
<tr>
<td>Contemporary Issues</td>
<td>Genesis 1-4; Job 38-41; Pss 74, 104</td>
<td>Berry, “Christianity and the Survival of Creation”</td>
<td></td>
</tr>
<tr>
<td>Nov. 13 - Ecological Crisis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 15 – TEST</td>
<td></td>
<td></td>
<td>TEST</td>
</tr>
<tr>
<td>Nov. 20 - Sex, Gender, and Violence</td>
<td>GUEST SPEAKER: Carol Penner (Professor, Practical Theology)</td>
<td>Trible “Tamar: the Royal Rape of Wisdom”</td>
<td></td>
</tr>
<tr>
<td>Nov. 22 – Christian Violence and Understandings of Jesus</td>
<td>Matthew 5-7</td>
<td>Niebuhr, “Why the Christian Church is Not Pacifist;”</td>
<td>CR</td>
</tr>
</tbody>
</table>

---


<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Biblical Elements</th>
<th>Secondary Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hauerwas, “Jesus and the Social Embodiment of the Peaceable Kingdom”(^{25})</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>Marrying Foreigners as a test case…</td>
<td></td>
</tr>
<tr>
<td>Nov. 27 - Biblical Hermeneutics revisited --- why “the Bible says…” is not enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 29 - The Ministry of Reconciliation in a Divided World; Exam Review</td>
<td>Ephesians 2-4; II Cor. 5</td>
<td>Brueggemann, “Scriptures of Peace”(^{26})</td>
<td>\textit{Last Day for Biblical Background Paper}</td>
</tr>
</tbody>
</table>

\textbf{V. Potential Topics for a Final Project (not exhaustive or in priority order)}

The possible topics for a final project are endless. Thus, the list below is exemplary rather than exhaustive, and not in priority order.

\textbf{A. Historical / Political}
- a specific historical speech/document (President Obama’s Nobel Peace Prize speech; MLK’s “I have a Dream” speech)
- Christian Anti-Semitism (Pogroms, Nazi theology, etc.)
- Domestic violence & Gender dynamics
- Apartheid and the South African Kairos document
- Ecology and Environment
- “End Times” and violence
- Use of Scripture in a political issue (a Canadian or US election campaign)
- the scriptural background for a specific idea or topic (‘Manifest Destiny,’ American exceptionalism, capitalism, White Supremacy);

\textbf{B. Biblical}
- Interaction with Other Religious Traditions (Islamophobia; anti-Semitism)
- Holiness, Chosenness, and Violence (Leviticus)
- “Us and Them” --- views of the “other” (Jonah / Nahum)
- Atonement and violence/non-violence

- “Texts of Terror” --- Domestic and Gender Violence in the Bible
- Ecology and Environment

C. Arts + Literature
- Les Miserables (movie) - character contrast in the use of the Bible/biblical themes (law, grace/mercy, compassion, etc.); The Mission; “Left Behind”
- The use of scripture in a literary work --- Poisonwood Bible (Barbara Kingsolver), The Orenda (Joseph Boyden), The Covenant (James Michener), East of Eden, (John Steinbeck), The Book of Negroes (Lawrence Hill), etc