

**Syllabus
Fall, 2013**

RS 237: Insiders and Outsiders in the Bible

Instructor: Derek Suderman
Time: Tues., Thurs 10-11:20
Place: Room 1300, Conrad Grebel University College
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--- allow 2-3 days for a response, and *please put RS 237 and a topic in the Subject line of e-mail correspondence*

I. Introduction

A. Course Description

This course will explore the portrayal and understanding of insiders and outsiders in the Bible, with particular attention to themes of people-hood and land. We will consider key questions, such as: when and on what bases are people included in or excluded from being part of the people of Israel and/or having access to the land? Does this change over time? How do biblical traditions build upon, modify, or overturn previous understandings?

We will examine the literary and historical contexts of the Bible in order to explore what concerns lie *behind* issues related to insiders and outsiders in narrative, legal, and prophetic material as well as in the New Testament. We will also explore how such issues continue to be significant in our day.

**As a second-year course, some familiarity with the broad contours of biblical literature and history will be helpful, though no religious conviction regarding the material is assumed.*

B. Student Objectives

During this course students will:

- explore issues related to land and people hood in the Bible, paying particular attention to concerns that *lie behind* depictions of inclusion and exclusion;
- 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;
- gain further experience with tools used in biblical study (concordances, Bible dictionaries, biblical commentaries);
- consider the complexity, potential, and implications of biblical material for contemporary discussions of related issues;
- consider the relationship between boundaries and group identity, and the ways in which this topic informs and modifies such self-understandings;

- improve their critical reading of secondary material and academic writing skills.

II. Course Requirements

A. Textbooks

The following materials are required.

1. The Bible

This is *the most important textbook in the course*. 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. Part of the course will include New Testament readings, so people who use a Tanakh (Jewish Publication Society Bible) will need access to a New Testament as well. “Study Bibles” of various versions are also available (NIV, NRSV, NASB, etc), and can provide helpful additional information --- at a minimum, a Bible version with verse cross-references is highly recommended. Students are welcome to choose from among:

- *Common English Bible* (CEB)
- *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)
- *21st Century New King James Version*, or the *New King James Version* (NKJV), or the venerable *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. Spina;¹ RS 237 Course Reader.

The syllabus will refer to the course textbook by author and chapter number (ie: Spina, ch. 2). A course reader, also available at the bookstore, is required as well. Occasional additional secondary readings will be placed on the course LEARN website. *Readings will be done in preparation for the class in which they are listed* and will be assumed rather than rehearsed.

¹Frank Anthony Spina, *The Faith of the Outsider: Exclusion and Inclusion in the Biblical Story* (Grand Rapids, Mich.: Eerdmans, 2005).

3. Harvey²

This book is an excellent resource that provides a basic guide to the style, grammar, writing and formatting of academic papers to use throughout your university program. *Both print and electronic versions are available. All papers with citations will be required to use bottom-of-the-page footnotes according to the Chicago Manual of Style (CMS) demonstrated in the Appendix of this resource.*

B. *Student Evaluation*

Attendance	5%
Critical Responses to Readings (5-1)	20%
“Marrying Foreigners” Assignment (DUE: Oct. 29)	25%
“What do we do with the Gentiles?” Simulation	
- Preparation (DUE: Nov. 26)	15%
- Reflection(DUE: Nov. 28)	5%
Exam	30%

1. *Assignments*

The basic building blocks of this course will be the close reading of primary biblical material and secondary scholarly literature as well as consistent class attendance and participation. Class sessions will build upon both Bible and secondary readings and, 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; NO EXTENSIONS will be given for Critical Responses.*** Further instructions will be provided in class.

Attendance

The material in this class will be cumulative, where we will consistently refer back to previous discussions and material throughout the term. ***Consistent attendance will be crucial for success in this class.***

Critical Response to Readings

Students will write several 1p. (200-250 word) responses that critically engage primary and secondary readings. ***These assignments are identified on the “Class Schedule” below as [CR], and will be DUE in the on-line LEARN ‘INBOX’ by 2 PM the day BEFORE the relevant class session. No extensions will 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 forthcoming.

²Michael Harvey, *The Nuts & Bolts of College Writing* (Indianapolis, IN: Hackett Pub. Co., 2003).

“Marrying Foreigners” Assignment

In consultation with various secondary sources (Bible commentaries and scholarly articles), students will write a short paper (4-6 pp., 1200-1800 words) that explores the topic of inclusion/exclusion in Ruth or Ezra/Nehemiah.

“What do we do with the Gentiles?” - Simulation based on Acts 15

Acts 15 states that there was “no small dissension and debate” between Paul and Barnabas and others regarding the relationship between Gentiles and the new *ekklesia* (‘church’) movement. We will recreate this lively debate in class. Students will research the perspective of one of the sides involved, write a brief paper (2-3 pp., 600-900 words) that outlines their perspective, and create a 1-page ‘talking point’ sheet for the in-class discussion. *Students will be marked on their preparation for and reflection back on this experience, but not on their ‘performance’ during the debate itself.*

Final Exam

The exam will take place early in the exam period; its structure will be provided in advance.

C. *Additional Instructions for Assignments*

Footnotes: All papers submitted for this course requiring footnotes will comply with **the *Chicago Manual of Style (CMS)* as described in the appendix of Harvey’s book**. Failure to do so will have a negative impact on marks for the assignment.

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 made in (parentheses) within the document itself**, unless they are part of an explanatory footnote. 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 term for peace, security, well-being, etc.).

****All papers with citations (NOT including ‘Critical Responses’) will be required to use bottom-of-the-page footnotes according to the Chicago Manual of Style (CMS) demonstrated in the Appendix in the Harvey textbook.**

**** All submitted written material MUST provide both a word count and signed copy of the ‘Academic Integrity Statement’ (found on the LEARN web-site for this course) on the title page. Assignments without either of these features will be returned to the student for resubmission.**

III. Further Information

A. Faculty of Arts Information

Cross Listed Courses

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:

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.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

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Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the aca-

ademic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

B. *On-line Questionnaire for Learning Styles*

I encourage students to take a short quiz in order to better understand your own learning style(s), *especially near the beginning of your university career*. I have found VARK to be particularly valuable in this regard. After a brief questionnaire, this tool provides very concrete suggestions for how to build upon your strengths in order to set up notes, study for tests, and proceed with research. It is available free on-line at: <http://www.vark-learn.com/english/index.asp>.

IV. **Class Schedule**

[Square brackets] indicate the secondary reading associated with each class. **[CR] means that a critical response to readings is DUE in the online dropbox on the LEARN website by 2 PM the day before the relevant class. Reading Guides** that will identify the Bible readings and provide questions to orient your reading will also be available on LEARN. *Secondary readings below are listed on the dates to which they correspond and will be done in preparation for class.*

A. **Introduction**

Sept. 10 - Introducing “Insiders” and “Outsiders” in the Bible (Call of Abram); Syllabus Review

B. **Torah / Law / Pentateuch**

Sept. 12 - In search of an Heir: Abram/Sarai narratives (**Genesis**); Reading the Bible as a Cross-cultural experience [*Spina*, Introduction]

Sept. 17 - Dinah and Tamar: Two dramatic accounts of Insider/Outsider dynamics (**Genesis**) [*Spina*, ch. 2]

Sept. 19 - Israel and Egypt, “Us” and “Them:” Identity and the Implications of Particularity (**Exodus**)

[CR] Sept. 24 - On Being Holy (**Leviticus**) [Klawans³]

Sept. 26 - Holiness Code and Jubilee (**Leviticus**)

[CR] Oct. 1 - Land as a Gift (**Deuteronomy**) [Brueggemann⁴]

³Jonathan Klawans, “Concepts of Purity in the Bible,” *The Jewish Study Bible*, Ed. Marc Zvi Brettler and Adele Berlin, Michael Fishbane, consulting editor (Oxford; New York: Oxford UP, 2004) 2041–47.

⁴Walter. Brueggemann, “Reflections at the Boundary,” *The Land: Place as Gift, Promise, and Challenge in Biblical Faith*, second ed., Overtures to Biblical Theology (Minneapolis: Fortress Press, 2002) 43–65.

Oct. 3 - Constitution for a People Entering ‘the Land’ ... Again?!? (**Deuteronomy**) [Brennemann]

C. **Prophets**

[CR] Oct. 8 - ‘Holy War’ (*Herem*) as radical Exclusion (**Joshua**) [Spina, ch. 3; McEntire⁵]

Oct. 10 - Is God *really* on Israel’s side? Re-reading Joshua in *its* context, and what this might say (and might NOT say) in ours... (**Joshua**) [*Mesha Inscription*⁶]

Oct. 15 - *Workshop: “Outsiders” and “Insiders” in the Naaman story* [Spina, ch. 4]

Oct. 17 - Judgement and Comfort in **Isaiah** (Suderman)

Oct. 22 - Reinterpreting the Tradition: Another look at Insiders/Outsiders in **Isaiah**

D. **Relating to ‘Outsiders/Foreigners’ After the Exile**

Oct. 24 - Does God Favour Israel or (and?) Assyria? (**Jonah / Nahum**) [Spina, ch. 5; Suderman]

Oct. 29 - Marrying Foreigners?!? (**Ruth and Ezra/Nehemiah**) [Spina, ch. 6]
**Paper DUE

Oct. 31 - Marrying Foreigners (con.)

E. **New Testament**

Nov. 5 - Vineyard Parable and Orientation to the New Testament

[CR] Nov. 7 - Jesus, Pharisees, and Righteousness: Insiders/Outsiders in **Matthew** [Neusner⁷]

[CR] Nov. 12 - Food, Sex, and Money: Insiders/Outsiders in **Luke**: [J. H. Yoder;⁸ Suderman]

⁵Mark McEntire, “God’s People Acquire Land by Violence,” *The Blood of Abel: The Violent Plot in the Hebrew Bible* (Macon, Ga.: Mercer UP, 1999) 64–74.

⁶James Bennett Pritchard, “Moabite Stone,” *Ancient Near Eastern Texts Relating to the Old Testament* (Princeton, N. J.: Princeton UP, 1978).

⁷Jacob Neusner, “The Pharisees: Jesus’ Competition,” *Judaism in the Beginning of Christianity* (Philadelphia: Fortress Press, 1984) 45–61.

⁸John Howard Yoder, “The Kingdom Coming,” *The Politics of Jesus: Vicit Agnus Noster* (Grand Rapids, Mich.: Eerdmans ; Carlisle, UK: Paternoster Press, 1994) 21–53.

Nov. 14 - Revisiting “I AM the way, the truth, and the life:” reading **John** as a voice from an excluded minority [*Spina*, ch. 7]

Nov. 19 - Engaging the Outsider in **Acts**: Peter and Cornelius; Philip and the Ethiopian Eunuch; Paul and the Gentiles

Nov. 21 (SBL) - NO CLASS -- Prepare for the Simulation (meet with your small group)

Nov. 26 - “*What do we do with the Gentiles?*” (Simulation based on Acts 15)
****Simulation preparation due.**

F. **Summary**

Nov. 28 - Reconsidering Insiders and Outsiders in the Bible: What might be Implications for Today? (**Epistles, esp. Ephesians**); Review for Exam