

TS 718 - NT Exegesis: The Letter of James

Spring 2022

TS 718

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Class Schedule

Section	Location	Time	Instructor(s)
TS 718 001 [SEM]	CGR 2201	Monday, Tuesday, Wednesday, Thursday, Friday 9 a.m. - 11:50 a.m.	Alicia Batten abatten@uwaterloo.ca

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Instructor / TA Information

Instructor: Dr. Alicia Batten

Email: abatten@uwaterloo.ca (best way of contacting me)

Phone: (519) 885-0220 x24246

Office: CGUC 2124

Office Hours: I will generally be available after class, but also by appointment (including over Zoom)

Notes: This course is taught in-person and students are expected to attend. If you become ill or have been exposed to Covid, please contact the instructor ASAP and we will see if it is possible to connect you to the class remotely. The University of Waterloo mandates that masks must be worn indoors until further notice. Please only remove your mask briefly if you need to take a drink of water. Thanks. If the University of Waterloo decides that classes must move to a virtual format, we will meet on Zoom.

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo

is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](#).

Course Description

TS 718

This course uses a variety of methods of analysis and interpretation of biblical texts to conduct a close reading of a New Testament book. Students may be given permission to take the course repeatedly, given that focus and content changes each time offered.

The Letter of James has suffered neglect in the history of scholarship, and also in some Christian traditions. Fortunately, this situation has changed in recent decades, with many commentaries, monographs and articles appearing about the so-called "right strawy epistle" (Martin Luther). Debate continues as to the letter's authorship, provenance, relationship to Pauline thought, and overarching structure and meaning, with no overall consensus emerging on many issues. However, there is considerable agreement that James is rhetorically sophisticated, and that it adapts pre-existing traditions in new ways to suit its own context.

In this course we will engage in a close reading of James, using a range of methods. Thematic topics that will emerge over the course of our study include the perception of God in James, faith and works, the rich and the poor, wisdom, speech and the relationship of James to the teachings of Jesus. Throughout the course we will reflect upon the relevance of James at various points in history and today. Thus, not only will we study James, we will examine how it has been read at different points in history.

The course will follow a seminar format, with students leading portions of class, although there will also be some lectures. Students are expected to attend class each day having prepared the assigned readings (note that commentary reading will require the use of the Grebel course reserves). As we meet over an intensive two week period, please adjust your schedules according. Larger written assignments will be due after the course is completed.

The learning outcomes (objectives) listed below connect to some of the [Theological Studies Programme Objectives](#). I hope that the course will contribute to everyone's capacity for life-long learning (objective 8) and nurture their personal formation (objective 7)!

Learning Outcomes

By the end of this course students should be able to:

Explain some of the different methods of New Testament interpretation (TS objective 6 - some degree of cultural competence).

Articulate aspects of the impact of the Letter of James at different moments in history (TS objectives 2, 4 and 5 - knowledge of Christianity; interpret Christian texts; engage issues of justice and peace through the study of James).

Present orally the results of research on a select portion of the Letter of James (TS objectives 1 and 3 - clear communication; research and analysis).

Conduct research on some aspect of the Letter of James (TS objective 3 - research and critical analysis).

Understand some of the main structural and thematic elements of the Letter of James (TS objective 4 - interpret Christian texts))

Write a scholarly book review (TS objective 1 - clear communication).

Tentative Course Schedule

Date	Preparatory work to do before class	Class Session	Optional Reading (on LEARN)
Tuesday, May 24th	Response to James paper should be submitted to the LEARN dropbox before class. Bring a copy with you to class. Read, Kloppenborg, <i>James</i> , pages vi-38 (= preface, chapters 1-2 in e-book)	Introduction to the course and to each other; sharing of response to James papers; background to the study of James, including authorship, date, attestation.	John H. Elliott, "The Epistle of James in Rhetorical and Social-Scientific Perspective: Holiness-Wholeness and Patterns of Replication," <i>BTB</i> 23 (1993): 71-81.
Wednesday, May 25th	Read Kloppenborg, <i>James</i> , 39-81 (= chapters 3-4 in e-book)	Genre and Structure of James; James, the LXX, and Jesus Tradition	Richard Bauckham, <i>James</i> , New Testament Readings (London: Routledge, 1999), 158-74.
Thursday, May 26th	Read Kloppenborg, <i>James</i> , 83-116 (= chapter 5 and epilogue in e-book)	Addressees and Purpose of James Aspects of the Legacy of James	Kathleen Gallagher
Friday, May 27th	Reread James 1. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 1. Make notes as you read, and come to class ready to share	1) Exegesis Presentation on Jas 1:1-8 2) Exegesis Presentation on Jas 1: 9-18	Elkins and Thomas M. Bolin, "Boundaries, Intersections, and the Parting of the Ways in the Letter of James," <i>Intepretation</i> 74 (2020): 335-43.

Monday, May 30th	<p>some of the points that the commentary made about James 1 as well as your own thoughts and responses to this chapter of James.</p>	<p>3) Exegesis Presentation on Jas 1:19-27 James and Judaism</p>	
	<p>Reread James 2. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 2. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 2 as well as your own thoughts and responses to this portion of James.</p>	<p>1) Exegesis Presentation on Jas 2:1-13 2) Exegesis Presentation on Jas 2:14-26 James and Paul; James in the Early Church</p>	<p>Nicholas List, "Problematizing Dependency: Soteriology and Vocabulary in James and Paul," <i>The Expository Times</i> 131 (2020): 383-391.</p>
	<p>Reread James 3-4:10. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 3-4:10. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 3-4:10 as well as your own thoughts and responses to this portion of James.</p>	<p>1) Exegesis Presentation on James 3:1-12 2) Exegesis Presentation on James 3:13-18 3) Exegesis Presentation on James 4:1-10 James in the Medieval Church; James and the Reformation & Radical Reformation</p>	<p>Timothy George, "A Right Strawy Epistle': Reformation Perspectives on James," <i>Review and Expositor</i> 83 (1986): 369-82. Alicia J. Batten, "Early Anabaptist Interpretation of the Letter of James," <i>Annali di Storia dell'Esegesi</i> 34 (2017): 537-51.</p>
Tuesday, May 31st	<p>Reread James 4:11-5:6. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 4:11-</p>	<p>1) Exegesis Presentation on James 4:11-17</p>	
	<p>5:6. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 4:11-5:6 as well as your own thoughts and responses to this portion of James.</p>	<p>2) Exegesis Presentation on James 5:1-6 James in the 19th & 20th centuries</p>	<p>Dale Allison Jr., "James Through the Centuries," <i>American Theological Inquiry</i> 7 (2014): 11-23.</p>
Wednesday, June 1st			

Thursday, June 2nd	<p>Reread James 5:7-20. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 5:7-20. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 5:7-20 as well as your own thoughts and responses to this portion of James.</p> <p>Make sure that you have completed Margaret Aymer's book, <i>James: Diaspora Rhetoric of a Friend of God</i>. Bring a draft</p>	<p>1) Exegesis Presentation on Jas 5:7-12</p> <p>2) Exegesis Presentation on James 5:13-20</p> <p>James and "Popular" Readings of the Bible</p>	<p>Elsa Tamez, "Don't Conform Yourselves to the Values of Empire" in <i>Reading the Epistle of James</i>, ed., Eric F. Mason and Darian R. Lockett; RBS 94 (Atlanta: SBL, 2019), 193-207.</p>
Friday, June 3rd	<p>outline of points you want to make in your book review of this book. Also, bring a copy of the "response to James paper" that you completed before the class began.</p>	<p>Discussion of Aymer's book. Review and summary of the course.</p>	

Texts / Materials

Title / Name	Notes / Comments	Required
Kloppenborg, John S. James. New Testament Guides. London: Bloomsbury T & T Clark, 2022.	Available to order through the bookstore. There is one hardcopy on 3 hour reserve at the Grebel library.	Yes
Aymer, Margaret. James. <i>Diaspora Rhetoric of a Friend of God</i> . London: Bloomsbury T & T Clark, 2017.	Available to order through the bookstore. There is one hardcopy on 1 day reserve at the Grebel library.	Yes
A Bible	You can bring a translation (no paraphrases please). An annotated Bible is a good investment.	Yes
Articles and chapters on LEARN	These optional readings are linked on the LEARN page for the course.	No
Books and commentaries on reserve/Grebel library	You will need to consult a commentary for your in-class exegesis presentation as well as during other classes when we focus on exegesis. The course reserves list is also linked on the LEARN page.	Yes

Other Resources

Style Guide

Please use Chicago Style for written assignments. The "[Chicago Quick Guide](#)" is linked on the LEARN page (you can use either Author-Date or Bibliography-Notes). For grammar, I suggest *The Elements of Style*, by William Strunk (first published in 1918 but many editions since).

Course Reserves (the course reserve list is also linked on the LEARN page)

I have put the following books on **1 day reserve** at the Grebel library. There are 1) Commentaries; and 2) Books. The commentaries are essential for the class sessions in which we are focused on a particular portion of James. The books consist of a range of studies of James, some of which may be useful for your research paper. Kloppenborg's book (2022) is on **3 hour reserve**.

Commentaries

Allison, Dale C., Jr. *A Critical and Exegetical Commentary on the Epistle of James*, 2013.

Dibelius, Martin. *James. A Commentary on the Epistle of James*, German edition, 1921; English, 1975 - also available online at archive.org:

<https://archive.org/details/jamescommentaryo0000dibe/page/n7/mode/2up>

Dauids, Peter H. *The Epistle of James*, 1982.

Gowler, David B. *James Through the Centuries*, 2014.

Hartin, Patrick J. *James*, 2003.

Isaacs, Marie E. *Reading Hebrews and James. A Literary and Theological Commentary*, 2002.

Johnson, Luke Timothy. *The Letter of James*, 1995.

Laws, Sophie. *The Epistle of James*, 1980.

Martin, Ralph P. *James*, 1988.

Martin, Raymond A. and John H. Elliott. *James, 1 and 2 Peter, and Jude*, 1982.

McCartney, Dan. *James*, 2009.

McKnight, Scot. *The Letter of James*, 2011.

Witherington, Ben. *Letters and Homilies for Jewish Christians: A Socio-Rhetorical Commentary on Hebrews, James, and Jude*, 2007.

Wall, Robert W. *Community of the Wise. The Letter of James*, 1997.

Books (including edited collections of essays)

Aymer, Margaret P. *First Pure, Then Peaceable: Frederick Douglass, Darkness, and the Epistle of James*, 2007.

Aymer, Margaret P. *James. Diaspora Rhetoric of a Friend of God*, 2017.

Batten, Alicia J. *What are They Saying about the Letter of James?* 2009.

Batten, Alicia J. *Friendship and Benefaction in James*, 2010.

Batten, Alicia J. and John S. Kloppenborg, ed. *James, 1 and 2 Peter, and Early Jesus Traditions*, 2014.

Bauckham, Richard J. *James. Wisdom of James, Disciple of Jesus the Sage*, 1999.

Chester, Andrew and Ralph P. Martin. *The Theology of the Letters of James, Peter and Jude*, 1994.

Coker, K. Jason. *James in Postcolonial Perspective. The Letter as Nativist Discourse*, 2015.

Johnson, Luke Timothy. *Brother of Jesus, Friend of God. Studies in the Letter of James*, 2004.

Jonssen, Sigurvin Larus. *James Among the Classicists: Reading the Letter of James in Light of Ancient Literary Criticism*, 2021.

Keenan, John P. *The Wisdom of James: Parallels with Mahayana Buddhism*, 2005.

Kloppenborg, John S. *James*, 2022 (on 3 hour reserve, not 1 day).

Maynard-Reid, Pedrito. *Poverty and Wealth in James*, 1987.

Mason, Eric and Darian Lockett, ed. *Reading the Epistle of James*, 2019.

Niebuhr, Karl-Wilhelm and Robert Wall, ed. *The Catholic Epistles and Apostolic Traditions*, 2009.

Penner, Todd C. *The Epistle of James and Eschatology: Rereading an Ancient Christian Letter*, 1996.

Schlösser, Jacques, ed. *The Catholic Epistles and the Tradition*, 2004.

Tamez, Elsa. *The Scandalous Message of James*, 2002.

Wachob, Wesley H. *The Voice of Jesus in the Social Rhetoric of James*, 2000 (e-version).

Webb, Robert L. and John S. Kloppenborg, ed. *Reading James with New Eyes. Methodological Reassessments of the Letter of James*, 2007.

Online Academic Resources

Course materials, optional readings, and marks are posted on the LEARN page for the course. Please submit assignments to the appropriate dropbox. I will post announcements on this page, and additional readings. There is also an "Ask the Instructor" discussion board if you have questions that the whole class would benefit from reading.

As usual, here are some other scholarly online resources:

[Bible Odyssey](#)

[Early Christian Writings](#)

The library database, ATLA, is accessible through the UWaterloo library page, and is a great way to find articles and chapters for your research paper.

Student Assessment

Component	Value
Class Participation - This includes attendance, completing assigned readings, and engaging with peers and instructor during class.	5%
Initial response to reading the Letter of James (1500-2000 words)	15% - Submit to Dropbox before May 24th, 9 am.
In-class exegesis of a portion of James + hand-out.	20% - Once during our class sessions. Submit the hand-out to the dropbox on the day that you present (by 8 am before class so that I can make copies).
Book review of Aymer's James. Diaspora Rhetoric of a Friend of God (750-1000 words)	20% - Submit to Dropbox by June 8th, 11 pm.
Topic and Annotated Bibliography (10 sources minimum)	10% - Submit to Dropbox by June 15th, 11 pm.
Research Paper (2500-3000 words)	30% - Submit to Dropbox by July 4th, 11 pm.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Chosen/Preferred First Name

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

Mental Health Support

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

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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: 519-749-4300 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 on 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 freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

Assignment Screening

No assignment screening will be used in this course.

Administrative Policy

University Policy

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their 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.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

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 they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

<file:///C:/Users/bmoscins/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/5D83JICF/Course%20Outline%20-%20TS%20718%20-%20NT%20Exegesis%20The%20Letter%20of%20James.html>