



**Course Syllabus**  
**WYB1009HS**  
**Introduction to the Old Testament II**  
**Wycliffe College**  
**Toronto School of Theology**  
**Winter 2025**

***Course Identification***

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Course Number:	WYB1009HS
Course Name:	Introduction to the Old Testament II
Campus:	In Person at Wycliffe College/synchronous online through Teams
Time:	Tuesdays, 7-9 pm ET, January 7-April 1, 2025
Prerequisite:	None

***Instructor Information***

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Instructor:	Lissa M. <b>WRAY BEAL</b> , PhD, Professor of Old Testament
Teaching Assistants:	Yoontack Han <a href="mailto:yoontack.han@mail.utoronto.ca">yoontack.han@mail.utoronto.ca</a>
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Office Hours:	Tuesday and Thursday, 2:00-4:00 pm

***Course Description***

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Introduction to Old Testament literature and history, with emphasis on application within the church.

***Course Methodology***

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Lectures, small breakout discussion groups, online discussion groups, and readings and assignments as listed below.

***Course Resources***

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**Required Course Texts**

- Richard S. Hess, *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016. ISBN 978-0-8010-3714-6. Available through U of T libraries, online: <https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4901264>
- Sandra Richter, *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove: IVP Academic, 2008. ISBN 978-0-8308-2577-6. Available through U of T libraries, limited hard copies.
- A modern translation of the Old Testament is also required, e.g. the *New Revised Standard Version*, the *New International Version (2011)*, *Tanakh: The New JPS Translation According to the Traditional Hebrew Text*.

- Additional readings as outlined on the course outline below and posted to Quercus or available online through the U of T Library.

### **Recommended Books and Resources**

- I encourage you to download an audio version of the Bible <http://www.bible.is/apps>.
- <https://thebibleproject.com/> This is a fabulous crowd-funded project that has very helpful summaries of each biblical book as well as many other topics. I recommend you watch the video of each biblical book before you read it and the textbook.
- For help in building your OT library see <http://bestcommentaries.com/>. Great guides to classic commentaries include two older works: Brevard S. Childs, *Old Testament Books for Pastor and Teachers* (Philadelphia: Westminster, 1977) and Charles Spurgeon's *Commenting and Commentaries: A Reference Guide to Book Buying for Pastors, Students, and Christian Workers* (reprint ed.; Grand Rapids: Kregel, 1988).
- Check out other great resources:
  - [www.bibleodyssey.org](http://www.bibleodyssey.org)
  - Tyndale House's StepBible: [www.stepbible.org](http://www.stepbible.org)
  - the series of podcasts <https://onscript.study/biblicalworld/>
  - <https://www.amazon.ca/Africa-Bible-Commentary-One-Scholars/dp/0310291879> (Links to an external site.)
  - <https://www.amazon.ca/South-Asia-Bible-Commentary-One-ebook/dp/B00UF7W66E>
  - [The Theological Wordbook of the Old Testament \(TWOT\)](#) for word studies

### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

## **Course Learning Objectives/Outcomes**

### **Wycliffe College**

#### **BD Level**

Students successfully completing this course will be able to demonstrate the following learning outcomes.

<b>AREA OF OUTCOME</b>	<b>COURSE OUTCOMES</b>  By the end of this course, students will	<b>ACHIEVED THROUGH COURSE ELEMENT</b>  This outcome will be achieved through these course elements
IN RESPECT OF GENERAL ACADEMIC SKILLS	-critically analyze and evaluate a thesis and its presentation  -demonstrate basic-degree-level writing skills	-preparation of critical interaction, background and literary context papers, exegetical paper, in-class and online discussions of readings

IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	<ul style="list-style-type: none"> <li>-identify the content, structure, and themes of books within corpus Chronicles-Zechariah</li> <li>-discuss explanations of Old Testament violence</li> <li>-identify the basic timeline of events in the Old Testament</li> <li>-identify and evaluate examples of interpretation of Old Testament texts throughout history, including current issues in Old Testament scholarship</li> </ul>	<ul style="list-style-type: none"> <li>- final exegetical paper</li> <li>-seminar discussions on use of OT in church, troubling texts</li> <li>-course readings and online discussion questions</li> <li>-reading and discussion of premodern and modern examples of biblical interpretation</li> </ul>
IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	<ul style="list-style-type: none"> <li>-read and analyze a biblical passage and suggest ideas for its application for the church today</li> <li>-reflect on the value of the Old Testament for New Testament faith and ecclesial formation</li> </ul>	<ul style="list-style-type: none"> <li>-exegetical paper, critical interaction</li> <li>-seminars, course lectures and discussion, portions of critical interaction and exegetical paper</li> </ul>
IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	<ul style="list-style-type: none"> <li>-evaluate the value of the Old Testament for discipleship in personal and ecclesial contexts</li> <li>-reflect on and evaluate troubling biblical texts</li> </ul>	<ul style="list-style-type: none"> <li>-course readings, in-class and online discussion, lectures</li> <li>-exegetical paper</li> </ul>

### ***Evaluation***

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#### **Requirements**

Classes will be held once a week for two hours. Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.

Unless otherwise indicated, all written assignments are due before class begins and are to be submitted on Quercus. Please see the policies for late assignments and extensions later in this syllabus.

All written work must be your own. Plagiarism is a serious offense and is using the ideas and writings of others and representing them as your own. Even if you do not copy another source word-for-word, but rather rephrase the source without attributing it to the original author by including a footnote, you are guilty of plagiarism. See Wycliffe's plagiarism and AI policy later in this syllabus. The minimum penalty for a plagiarized paper, or use of AI beyond checking grammar is the grade of zero.

The final grade for the course will be based on evaluation in the following areas:

**Grade summary:**

1) Three Discussion Board Posts and Responses ( <b>due before class as noted below</b> )	15%
2) Historical Background study ( <b>due before class, February 25</b> )	10%
3) Exegetical paper ( <b>due by midnight, March 20</b> )	40%
5) Critical Interaction ( <b>due before class, April 1 – NO LATE PAPERS</b> )	30%
6) Attendance and Participation	5%

**Assignment outline:**

**1. Three Discussion Board Posts and Responses (15% total).**

After you do the week's assigned readings, prepare a thoughtful answer of approximately 200-300 words to one or more of the posted questions **by Monday at 12:00 noon ET at the latest** so that others can respond to your post. After you and others have posted their answers, start engaging one another in ongoing conversation about their posts and other issues raised in the chapter and readings. Here, further engagement and reference to the class materials will be an important part of these conversations. As you reflect together, you are encouraged to ask questions to take the conversation deeper, voice disagreement and suggest alternate understandings or possibilities, and respectfully listen to and engage others' comments and perspectives. **At the least, you must engage at least one other student's post and complete this by class time Tuesday 7 pm.** See Discussion Board posts: guidelines and rubrics below.

**Initial Post (due no later than Monday at 12:00 noon ET Jan 27, Feb 3, and Mar 8, 2025).**

The rubrics below establish the requirements necessary for our posts to become a rewarding part of the learning experience. They also indicate how contributions to the discussion boards will be graded. In each discussion board there are 4 points available for each initial post, and 2 points for the subsequent responses.

Please note that the discussion boards are primarily intended to take us further in understanding the texts and their ancient contexts. It is important that in your initial posts especially you back up the points you make by drawing on evidence from the Bible and/or the week's readings.

Please also note that in the category 'Relevance' the reference to reading does NOT mean that all initial posts must include quotations. It means rather that you must display a level of knowledge of the topic consistent with having done the required reading. Quotations from the readings may sometimes help you to make a point well, but in short writing assignments it is often just as helpful to indicate when a point made is based upon the work of a particular scholar by inserting a reference within brackets, e.g., "(Hess, 127)".

CATEGORY	Exceeds Standards (4)	Meets Standards (3)	Approaches Standards (2)	Below Standards (1)
Relevance	entirely relevant to the topic with superior use both of reading and of evidence drawn from the biblical text	entirely relevant to the topic with clear evidence of reading and engagement with the biblical text	somewhat relevant to the topic with some evidence of reading and engagement with the biblical text	largely irrelevant to the topic with little or no evidence of reading or engagement with the biblical text
Coherence	entirely coherent and easy to follow	entirely coherent and easy to follow	largely coherent and possible to follow	significantly incoherent and difficult to follow

Presentation	appropriate length, written in complete sentences with proper use of words, and a good standard of spelling and punctuation, commentary bibliography included	appropriate length, written in complete sentences with proper use of words, and a good standard of spelling and punctuation, commentary bibliography included	only occasional failures to meet the standards	frequent failures to meet the standards
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### Response Posts (due no later than class time at 7:00 pm ET Tuesday, Jan 28, Feb 4, Mar 9)

The rubrics below establish the requirements for response posts. In each discussion board, students are expected to respond to at least one post by other students, although I hope that the discussion will be sufficiently engaging that you may want to do more and especially that authors of initial posts will want to reply to the responses they receive.

Responses are intended to be short (a few sentences each) and should further the discussion. Response posts that are unclear, irrelevant, or simply repeat points already made by other students will be deemed not to further the discussion.

Productive responses will usually fall into two categories: (i) "curiosity" questions/comments, i.e., the response seeks clarification or expansion from the author of the initial post, or (ii) "persuasive" questions/comments, i.e., the response seeks to prompt the author of the initial post to deeper reflection in some way.

Response posts should meet the standards set out above for initial posts in the categories of "Coherence" and "Presentation." In addition, response posts should also meet the following standards:

CATEGORY	Meets/Exceeds Standards (2)	Approaches Standards (1)	Below Standards (0)
General	the whole reply furthers the discussion or clarifies it	parts of the reply further the discussion or clarify it	the reply fails to further the discussion or clarify it
Questions	all questions asked are succinct, relevant, and courteous	most questions asked are succinct and relevant; all are courteous	most questions asked are either not succinct or not relevant; some fail to be courteous

### **Assignment #2 will be part of your preparation for Assignment #5, the Exegetical Paper**

2. **Historical background study (10%; due on Quercus by 7 pm ET February 25, 2025).** The prophet Jeremiah ministered during the reign of the last 5 kings of Judah (Josiah, Jehoahaz, Jehoiakim, Jehoiachin, Zedekiah; read 2 Kings 22-25; Jer 1:1-3) in tumultuous national and international times. Read through the following resources (in Quercus Module "Historical Background Resources"):
  - a. Provan, *A Biblical History of Israel*, pp. 275-283.
  - b. Crouch, *Introduction to the Study of Jeremiah*, pp. 2-9;
  - c. Voht, "Jeremiah" in *Zondervan Illustrated Bible Backgrounds*, pp. 229-232; and
  - d. Kelle, "Israelite History" in *IVP DOT: Prophets*, §3.6-4.2

In 1-2 pages of written work (typed, single-spaced; see the example in Quercus Module, "Rubrics"), select and set out in chronological order key national and international events from the beginning of Josiah reign (640 BC) through the fall of Jerusalem (587/86). You must indicate the date, what happened, and its importance to Israel and/or the surrounding

- nations (a concise and clear phrase or sentence is sufficient). If there are key personal events from Jeremiah's life that can be dated, you can include these. If it is helpful to your ability to conceptualize these events, include a timeline but this timeline is not required and is not part of the 1-2 pages.
3. **Exegesis Paper – text from Jeremiah tbd (40%. Due on Quercus by 11:59 ET March 20, 2025).** This paper should be 3000 words (and no more than 3500 words; title page, contents, and bibliography are outside the word count), typed in 12-point Times New Roman font, double spaced with one-inch margins. Use the exegetical paper guideline found in the Quercus Module, "Rubrics." Assignment #2 will be part of the preparation, and we will do some further preparatory work on literary context in class on March 4. Provide a bibliography of graduate-level resources you have consulted or from which you have quoted. Use Turabian style for bibliography and any footnotes (no in-text citation of secondary sources).
  4. **Critical Book Interaction (30%; due on Quercus by 7 pm ET April 1, 2025.** 5-6 pages of written work excluding any title or content pages, typed in 12-point font and double space with one-inch margins). Read **Richter's *The Epic of Eden***. Prepare a critical interaction following the guidelines provided in the Quercus Module, "Rubrics." This work will form the basis for a class seminar on **April 1**, so **NO LATE PAPERS ACCEPTED**.
  5. **Attendance and Participation (5%).** Preparation for each class and active participation in class discussions, group work, and seminars is also expected and will enrich your own learning experience and that of your colleagues. See the course outline for assigned biblical text, textbook, and additional readings for preparation. See the participation rubric in Quercus Module, "Rubrics."

### Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST joint program handbooks, or college grading policy.

## ***Policies***

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***Accessibility.*** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

### ***Policy on Late Assignments and Course Extensions (BD; Dec 2024)***

***Late Assignments and Extensions (BD).*** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances (such as medical incapacitation of yourself or an immediate family member, death in the family; NB pleading too much work or other course assignments due will not be considered an exceptional circumstance!) a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept a late assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

***Policy on Course Extension (BD)*** Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

***Policy on Use of AI for course work.*** Use of AI generated material (such as ChatGPT or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

**Wycliffe Plagiarism Policy (November, 2022)**

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor's invitation, a report shall be made to the program director and copied to the Registrar and to the student.
3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor's discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or



Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

### ***Class Schedule***

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**Week 1 (January 7)** Chronicles: Reflecting on the Primary History; Intro Syllabus.

**Prepare:** Read 1-2 Chronicles; Hess ch. 11

**Week 2 (January 14)** Ezra-Nehemiah: A New Beginning?

**Prepare:** Read Ezra, Nehemiah, Hess ch. 12.

**Week 3 (January 21)** Psalms: Prayers and Praises.

**Prepare:** Read Psalms 146-150 (Hymnic praise), 18 & 124 (Thanksgiving), 105-106 (Covenant history), 1 & 19 (Wisdom), 2 & 93, 95-99 (Royal/Enthronement); Hess, ch. 15

**Week 4 (January 28)** Psalms: Prayers, Praises, and Lament - An Oxymoron?

**Prepare:** Read Psalms 3-4, 12 (Lament), 88, 109 (Imprecatory); read these two short articles on imprecatory psalms from the *Catechesia Institute* by Trevor Laurence at <https://catechesia.com/2022/09/21/to-serve-and-subdue-the-imprecatory-psalms-in-biblical-theological-perspective/> ; and by

Lissa Wray Beal at <https://catechesia.com/2020/08/12/biblically-sanctioned-hate-speech-the-psalms-we-avoid/>.

**Due: First Discussion Board Post and Response**

**Week 5 (February 4)** Song of Songs, and Esther: When God is “Absent.”

**Prepare:** Read Esther, Song of Solomon, Hess, chs. 13, 18. Read Wong Wai Ching, “Esther” (in Quercus module).

**Due: Second Discussion Board Post and Response**

**Week 6 (February 11)** Job, Proverbs, Ecclesiastes: Where is Wisdom Found?

**Prepare:** Read Job, Proverbs, Ecclesiastes; Balentine, “Wisdom” in *Cambridge Companion to the Old Testament/Hebrew Bible* (Quercus module)

If you have time before class, reflect on this picture of Job’s wife; do you think the artist captures the attitude in Job 2:9? [https://en.wikipedia.org/wiki/Job\\_Taunted\\_by\\_his\\_Wife#/media/File:Georges\\_de\\_La\\_Tour\\_044.jpg](https://en.wikipedia.org/wiki/Job_Taunted_by_his_Wife#/media/File:Georges_de_La_Tour_044.jpg)

**February 18** Reading Week; No Class.

**Week 7 (February 25)** Prophecy: Covenant Failure, Covenant Love

**Prepare:** Read Hernández, chs. 17-18 (Quercus module)

**Due: Historical Background Study**

**Week 8 (March 4)** On the brink of disaster: Jeremiah, Lamentations; Literary Context Study – group work

**Prepare:** Read Jeremiah, Lamentations, Hess, chs. 20, 21. If you have time, read Firth, “Is the Book of Jeremiah Bad for Women?” (in Quercus module). **Trigger warning:** the sexual imagery in Jeremiah may be disturbing.

**Week 9 (March 9)** Majoring on the Minors: Hosea-Malachi

**Prepare:** Read Hosea, Habakkuk; Hess chs. 24, 31; Thompson, “Gomer and Hosea: Does God approve of wife abuse?” and Goldingay, “Letters to Habakkuk” (in Quercus module). **Trigger warning:** the sexual imagery in Hosea may be disturbing.

**Due: Third Discussion Board Post and Response**

**Week 10 (March 18)** Apocalyptic Prophecy: Wild and Terrifying (?)

**Prepare:** Read Hess ch. 23; **Prepare for discussion on current futurist approaches to Apocalyptic texts:** Check out the blog called The Daily Joy and the youtube link

<https://www.youtube.com/watch?v=mQ4BP3sACho> Pastors' Point of View Episode 64. Prophecy Update! Red Heifer in Israel. Start at 6:10 minutes. The pastor talks very slowly so speed it up. Listen to enough to get a sense of how the Bible is being interpreted in light of current events.

If interested, check out this *InContext* interview (47 mins) of Daniel scholar Dr. Wendy Widder (<https://michaelincontext.com/bonus-episode-daniel/>).

**March 20 by 11:59 pm ET: Exegetical Paper Due on Quercus**

**Week 11 (March 25)** The Old Testament: A Text Over Time; a Text in Time

**Workshop on Text Criticism:** we’ll be looking at some examples of text critical problems and think about how to explain the differences between the various English versions to a confused parishioner in your church.

**Prepare:** Read Hess Introduction pp. 9-18; also read the brief article in the online *Oxford Companion to the Bible* by Bruce Metzger at <https://www.oxfordreference.com.myaccess.library.utoronto.ca/display/10.1093/acref/9780195046458.001.0001/acref-9780195046458-e-0723?rkey=Xleycp&result=7>

**Week 12 (April 1)** The Old Testament in a 2-Testament canon; retrospect and prospect

**Prepare:** Read Richter, *Epic of Eden*

**Due: Critical Interaction on *Epic of Eden* (no late papers as we’ll discuss in class).**