THEO100101, Biblical Heritage 1 (3 credits)  
Boston College Summer Session 2016  
Summer 1, May 17-June 23  
Tuesday, Thursday, 6-9:15pm

Instructor: Prof. Yonder Moynihan Gillihan, Ph.D. (University of Chicago, 2007)  
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Office: Stokes North 457  
Office Hours: Tues/Thurs 3-5pm and by appointment

Location: Gasson 204 (check Course Information & Schedule to see the most accurate information on room assignments.)

Boston College Mission Statement  
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description  
The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

Textbooks & Readings
(1) Required:
One of the following Study Bibles:


(2) Optional:
** If available, you may use the first edition (2007).**

Additional readings may be assigned; these will be distributed as scanned PDFs via Canvas.

**Canvas**
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

**Course Objectives: What? Whence? Whither?**
1. *What?* Students will master basic knowledge of what the Bible is:
   a. Its contents, literary genres, and major divisions;
   b. languages of composition
   c. different canons of Judaism and Catholic, Protestant, and Orthodox Christianity
   d. relevance to non-religious society
2. *Whence?* Students will be able to describe the origins of the biblical texts:
   a. approx. date and geographical setting
   b. historical circumstances for which it was written
   c. possible purpose and meaning in its most ancient context
   d. authorship and audience
   e. transmission and editing of texts into their "final" form
3. *Whither?* Students will describe the reception history of the Bible:
   a. the variety of different meanings that its texts acquire
   b. the contributions of new translations
   c. varieties of literary interpretation
   d. new meanings contributed by use of the Bible in art
   e. new meanings contributed by changing social values
4. *Contributing to perennial conversations*: Students will apply rigorous analytical methods to interpretations of Scripture in a number of writing assignments, seeking to reconstruct how and why specific biblical texts acquired very different meanings at different historical moments, and what the multiplication the Bible's meanings implies for its authority.

**Grading**
1. weekly quizzes, 100 pts.
2. weekly *Biblical Heritage Collection* contributions, 200 pts.
3. research paper, 300 pts.
4. final exam, 200 pts.

1. Weekly quizzes will be based on the readings in Study Bible introductions and online lectures; there will be no surprises

2. BHC items require composing 1-2pp. of reflection on meanings of key biblical texts. *BHC contributions may be the starting point for the longer essay on meanings of Biblical texts.*

3. An interpretive essay of 10-15 pp., ideally drawn from one or more Biblical Heritage Collection submissions. It will have three parts:

   a. *what X biblical text means to a modern interpreter or community*
   b. *what X biblical text meant to its most ancient audience*
   c. *what different meanings of Scripture implies for its authority and relevance today*

**Grading scale**

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

**Deadlines and Late Work**

Meet deadlines. Late work will be penalized by ⅓ letter grade per day, with exceptions for excused absences.

**Course Assignments**

It is expected that you will spend 8 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Topics</th>
<th>Take-home Assignments</th>
<th>Due</th>
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<tbody>
<tr>
<td>5/17</td>
<td>Introductions</td>
<td>read Gen 1-11; study quiz 1 material</td>
<td>5/19</td>
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<td>5/19</td>
<td>The Primeval History: Paradigm for the Pentateuch</td>
<td>read Gen 12-50; prepare to debate: Sodom and Gomorrah; the rape of Dinah; Judah and Tamar; Joseph's revenge</td>
<td>5/24</td>
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<td>creation, &quot;fall&quot; or &quot;falls,&quot; monotheism or polytheism, etiologies (group discussion, in-class writing assignment) JEPD (source criticism)</td>
<td>Biblical Heritage Collection item 1</td>
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<tr>
<td>5/24</td>
<td>finish Gen 1-11; discuss Gen 12-50</td>
<td>read Exodus, Leviticus, Numbers (selections TBA)</td>
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<td>BHC 2</td>
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<td>5/26</td>
<td>Ex, Lev, Num</td>
<td>read Deuteronomy; Joshua; Judges (selections TBA)</td>
<td>5/31</td>
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<td>BHC 3</td>
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<td>5/31</td>
<td>Deuteronomy and Deuteronomist History 1</td>
<td>read Samuel; Kings (selections TBA)</td>
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<td>overlapping themes: covenant, fidelity, failure, repentance, restoration</td>
<td>BHC 4</td>
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<td>DtrH contents: Josh, Judg, Sam, Kings</td>
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<tr>
<td>6/2</td>
<td>DtH 2</td>
<td>Isaiah 1-39; Amos; Hosea (selections TBA)</td>
<td>6/7</td>
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<td>Samuel and Kings</td>
<td>BHC 5</td>
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<td>6/7</td>
<td>The Early Prophets: First Isaiah; Amos; Hosea</td>
<td>prophets of the Babylonian crises: Jeremiah; Habakkuk (selections TBA)</td>
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<td>BHC 6</td>
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<td>6/9</td>
<td>Babylonian crises and prophets: Jeremiah and Habakkuk</td>
<td>prophets and people in Babylonian exile: Ezekiel; Second Isaiah (= Isaiah 40-55) (selections TBA)</td>
<td>6/16</td>
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<td>BHC 7</td>
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<td>6/14</td>
<td>Prophets in Exile: Ezekiel, Isaiah 40-55</td>
<td>return to Judah and the Second Temple: Haggai; Zechariah; Malachi; Third Isaiah (Isa 56-66); Ruth; Ezra-Nehemiah (selections TBA)</td>
<td>6/16</td>
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<td>BHC 8</td>
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<td>6/16</td>
<td>Haggai; Zechariah; Malachi; Third Isaiah; Ruth; Ezra-Nehemiah</td>
<td>early sectarianism; the emergence of &quot;Judaism&quot; as a religion; the late Second Temple Period (readings TBA)</td>
<td>BHC 9</td>
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<td>6/21</td>
<td>early sectarianism</td>
<td>Final Exam preparation</td>
<td>BHC 10</td>
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<td>6/23</td>
<td>final exam</td>
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**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Students are expected to attend meetings having completed reading and writing assignments.

Assignments and quizzes that are missed due to unexcused absences cannot be made up.

**Religious holidays**

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status.

Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://bc.edu/academic-integrity) for more information.