



St. Andrew's College

BA 329 Inner-biblical Interpretation

Day & time: January 15-19, 2007

Instructor: Christine Mitchell

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Room: TBA

Course Description:

An examination of the interrelationships between texts in the Hebrew Bible. Various theories and models will be studied, followed by an in-depth analysis of a particular biblical book (or part of a book) and its relationships to other biblical texts. Topic for 2006-2007: Making and remaking worlds and texts in Chronicles.

Prerequisites: BA 110, or equivalent; and either a 200-level course in Hebrew Scriptures or BL 150, or equivalent.

Course Objectives:

1. To gain an understanding of "inner-biblical interpretation" and its related concepts.
2. To learn to identify and interpret the connections between biblical texts.
3. To perform a close reading of 1-2 Chronicles.
4. To further practice the techniques of extended exegesis.

Required Textbooks (available from Life Lines Bookroom: 306-374-5656):

A complete Hebrew Bible/Old Testament. I prefer the New Revised Standard Version, but the Revised Standard Version, the New JPS Tanakh, the New American Standard Bible, and the New International Version are all acceptable. If you know biblical Hebrew, you may use the Biblia Hebraica Stuttgartensia, and work from the Hebrew text.

Carr, David. Writing on the Tablet of the Heart: Origins of Scripture and Literature. Oxford: Oxford UP, 2005.

McKenzie, Steven L. 1-2 Chronicles. Nashville: Abingdon, 2004.

Course pack and supplement: contains all other required readings.

Students are expected to have read all the required readings prior to the first day of class.

Further Readings:

I have placed several books and photocopies on reserve at the St. Andrew's Library. They are optional; feel free to browse them. They will be very useful for the exegesis assignment and seminar presentation, and therefore are on overnight reserve prior to the intensive week so that

everyone can have access to these books. After the intensive week, the books will be on one-week reserve.

Evaluation:

There are several components to the course evaluation, which culminates in the course grade:

1. Attendance, participation, and careful attention to the readings (10%);
2. A critical review of Writing on the Tablet of the Heart (20%);
3. Presentation of a seminar on a section of 1-2 Chronicles (20%);
4. An extended exegesis of a section of 1-2 Chronicles, drawing on the seminar presentation (50%).

Note: **I only accept e-mailed assignments submitted in MS-Word format.** Assignments submitted by e-mail will be returned by e-mail with the comments inserted using the “Comments” function in Word 97 or later versions. If you choose to submit by e-mail, you should keep a hard copy for yourself in case of problems. You can also hand in assignments in person, drop in my mailbox in the General Office, or mail to me at the College.

Students requiring accommodation for special needs should contact the instructor **and** register with the Disability Services for Students Office at the University of Saskatchewan (Room 60, Place Riel) as soon as possible.

Critical Review

The first assignment is a critical review of David Carr’s Writing on the Tablet of the Heart: Origins of Scripture and Literature. It should be 5-6 pages (1200-1500 words) long. This is a review, not a report, so you are expected to write critically (i.e., analytically) about the book. If you wish, look in the Review of Biblical Literature <<http://www.bookreviews.org>> for model reviews. The review should include:

1. The complete bibliographic citation for the book;
2. A brief summary (about 250 words) of the contents of the book;
3. A statement of the book's main thesis or argument;
4. An analysis of the success of the author in substantiating his/her argument (this is the bulk of the assignment, about 750 words);
5. A paragraph or two on whether you liked the book or found it useful;

The Critical Review is **due January 22nd**, and is worth 20% of the course grade.

Seminar Presentation

This will be a half-hour presentation of your research, exegesis and interpretation of the passage you have chosen. These presentations will be ongoing throughout the course – the exact date of your presentation will be determined by the passage you choose. You should prepare a presentation, as well as a 2-3 page handout containing the main points of your research and exegesis, and a bibliography. The presentation will be graded on its organization and relevance (15%) as well as on the usefulness of the handout (5%). You do not have to have your research and exegesis completed, but the presentation will give you a chance to try out your interpretations and to get advice and feedback from the class. After receiving the course outline,

and no later than January 8th, each student will contact me to select an exegesis topic. **Due date as noted in the outline.**

Exegesis

This will be an extended exegesis on the passage you have chosen and presented. It will be approximately 15-20 pages long (4000-5000 words), and should be done making use of the guidelines outlined in the “Guide to Exegesis”, but not bound to those guidelines. Since this is an advanced class, students will have the freedom to work on their own exegetical techniques. It will be **due March 30th**, and is worth 50% of the course grade.

Course Outline:

During the week, morning classes will run 9:00-12:00 with one break, afternoon classes will run 1:00-5:00 with two breaks; except on January 17 we will only meet in the morning from 9:00-12:30 with two breaks.

- Jan. 15 a.m. Introduction to the course; Research and exegesis
Introduction to inner-biblical interpretation and basic principles and terminology
Readings: Chronicles; Sommer, “Introduction,” and “Literary Theory and the Study of Inner-biblical Allusion and Exegesis”
Guiding questions: What is “inner-biblical interpretation?” What other terms are used to describe this phenomenon? Is the label “inner-biblical interpretation” an accurate one? Why or why not?
- Jan. 15 p.m. Inner-biblical exegesis
Literate orality/Oral literacy
Intertextuality
Readings: Fishbane, “Inner-biblical Exegesis”; Fishbane, “Introduction,” and “Epilogue”; Eslinger, “Inner-biblical Exegesis and Inner-biblical Allusion”; Van Seters, “Creative Imitation in the Hebrew Bible”; Carr, Writing on the Tablet of the Heart; Bakhtin, “Heteroglossia in the Novel”; Bakhtin, “The Problem of Speech Genres”; Kristeva, “Word, Dialogue and Novel”; Lotman, “The Text Within the Text”; Barthes, “Theory of the Text”; Riffaterre, “Compulsory Reader Response”; Riffaterre, “Intertextuality vs. Hypertextuality.”
Guiding questions: What is Michael Fishbane’s definition of “inner-biblical exegesis?” What are the pros and cons to defining the phenomenon as “exegesis?” What is David Carr’s model for ancient education, and what impact does it have for the phenomenon of “inner-biblical interpretation?” What is “intertextuality?” What profit do you see in using the models of modern literary analysis for the discussion of this ancient phenomenon?
Critical review due at the end of class
- Jan. 16 a.m. Introduction to Chronicles
Previous work on inner-biblical interpretation in Chronicles
Developing a model

Readings: McKenzie, pp. 17-58; Knoppers, “The Chronicler’s Use of Earlier Biblical Books,” “Theories of Multiple Editions,” and “Chronicles: A Rewritten Bible?”

Guiding questions: What does Gary Knoppers mean by “Rewritten Bible?” What is the theory of multiple editions, and what impact does it have for the study of Chronicles as a book? How would you use the readings for January 15th to develop a model for reading Chronicles as a product of “inner-biblical interpretation?”

Jan. 16 p.m.

Quotation

1 Chron. 3:1-9 (topic 1)

1 Chron. 10 (topic 2)

1 Chron. 16:7-36 (topic 3)

Reading: McKenzie, pp. 67-177

Guiding questions: What is “quotation”? Does each of these three texts quote another text or texts? Which one(s)? How does Chronicles mark or indicate quotation? What is the effect of quoting another text? How does the insertion of a quotation affect the surrounding text?

Jan. 17 a.m.

Paraphrase

1 Chron. 1 (topic 4)

2 Chron. 1 (topic 5)

2 Chron. 23:1-16 (topic 6)

Reading: McKenzie, pp. 59-67, 227-259, 300-314

Guiding questions: What is “paraphrase”? Does each of these three texts paraphrase another text or texts? Which one(s)? How does Chronicles mark or indicate paraphrase? What is the effect of paraphrasing another text? How does a section of paraphrased text affect the surrounding text?

Jan. 17 p.m.

No class

Jan. 18 a.m.

Allusion

2 Chron. 15:1-15 (topic 7)

2 Chron. 16:7-14 (topic 8)

Reading: McKenzie, pp. 259-299

Guiding questions: What is “allusion”? Does each of these two texts allude to another text or texts? Which one(s)? Does Chronicles expect its readers to recognize the alluded text(s)? If so, how? What is the effect of recognizing the allusion – what clusters of meaning are opened up? What is the effect if the allusion is not recognized?

Jan. 18 p.m.

Expansion

1 Chron. 29 (topic 9)

2 Chron. 24:15-27 (topic 10)

2 Chron. 25 (topic 11)

Reading: McKenzie, pp. 177-225, 300-326

Guiding questions: What is “expansion”? Does each of these three texts expand upon another text or text(s)? Which one(s)? How does the expansion create new meaning within Chronicles? Is expansion marked?

Jan. 19 a.m. Synthesis

2 Chron. 32:1-23 (topic 12)

2 Chron. 35:1-19 (topic 13)

Reading: McKenzie, pp. 326-352, 358-372

Guiding questions: What is “synthesis”? Does each of these two texts synthesize two or more other texts? Which ones? What new possibilities of meaning are created by the synthesis? What new problems are created by the synthesis? Is synthesis marked?

Jan. 19 p.m. Revision

2 Chron. 33:1-20 (topic 14)

2 Chron. 35:20-27 (topic 15)

Reading: McKenzie, pp. 352-358

Guiding questions: What is “revision”? Does each of these two texts revise another text or texts? Which one(s)? Does Chronicles expect its readers to recognize that the text is a revision of another text(s)? What is the effect of recognizing the revision? What is the effect if the revision is not recognized? What new problems are created by the revision? Is revision marked?

Wrap-up and review

Course evaluation

Mar. 30 No class, but **Exegesis due.**