Central Course Questions: How does the 2500 year quest to make meaning with the book of Jeremiah work fruitfully with questions that we choose to pose to this biblical book? How can we talk about our own quest responsibly and meaningfully in terms of other scholars who have lived in earlier eras and in other and in diverse situations? In other words, how do we make meaning fruitfully with this ancient, complex, biblical text?

Course Outcomes: We will progress on this central question-set by accomplishing the following and in class discussions and in written assignments:

• To demonstrate competent familiarity with the book of Jeremiah: its basic historical contexts, its diverse literary features, its compatibility with situated interpretation strategies;

• To engage appropriately the vast critical discussion swirling around the book of Jeremiah;

• To work with the Hebrew text in some way, which will vary, depending on your Hebrew language skills, but those who have some will help those who do not;

• To develop an adequate model for doing a literary study of Jeremiah, a model that includes and correlates the basic features that literary theorists use and shows them useful on the Jeremiah text;

• To be able to make use of the critical theory most useful for ancient narrative, to understand how it evolved and how it continues to do so, and how it intersects with other discourses relevant to your work (e.g., spirituality, biblical interpretation, hermeneutics);

• To be useful to the whole group in our seminar sessions: to take leadership twice and to be prepared and helpfully participative when others are leading (see specifications below);

• To produce a seminar paper or project centered on some portion of the Jeremiah narrative and engaging critical theory (depending on what you need to do for your particular situation) that is appropriate for a doctoral level course (see below);

• To articulate a situated or self-implicating question or situation that can shape your choices of your seminar work, rooting in issues of (non)violence or compassion if possible;

• To customize critical theory for your own purposes.
Course Requirements:
• Regular and well-prepared attendance and participation that is helpful for all of us;

• Stimulating and effective seminar design and leadership that moves our learning forward;

• Productive reading of required material, such that you can make it your own and help others with insights about it; Hebrew helps by those that can manage them for those who can’t;

• Capacity to find library material helpful for the text you work on;

• Production of about 15-30 pages of written work that demonstrates competence in text and theory and is effectively written and ‘Turabianized;’ you may choose to write a research paper on some aspect of Jeremiah and theory if you need to do a paper, but if you don’t need another paper and would rather attempt a different kind of written completion assignment (e.g., a map of theory? a position paper on something in Jeremiah? other?) I encourage you to design it; soon you need to have a stable idea and to have reviewed it with the instructor for feedback; as it develops, be checking in so we can work together. If you plan to do a non-paper, we must have conferred about it by class #3.

Required Materials: We will make sustained use of the following books:


Other material are available on library reserve (as are these), and of course the library and its links are filled with wonderful information.

Grading: Your grade will be achieved as follows: (If you choose a P/F option rather than a letter grade [not recommended], anticipate that to get a P you need to maintain a B.)

• Seminar leadership: 1/4; • General attendance and participation: 1/4;
• Miscellaneous writing assignments: 1/8; • Term paper/project: 3/8.

Relevant Policies: Be advised of several:
• Students are expected to attend every class, prepared and participating helpfully for the whole group; if you need to miss a session, please inform the instructor by e-mail either before or
shortly thereafter; no notification will be construed as an un-excused absence. When you miss a session, it is your responsibility to find out what you missed and get any handouts that were available; you might have a “buddy” that will do automatically this for you/you for him or her.

- All written work must be presented in conformity with Kate L. Turabian, *A Manual for Writers of Research papers, Theses, and Dissertations* (Chicago: U Chicago Press, 2007).

- Assignments need to be completed and turned in on time and will be graded down if they are late; assume no revision option. Exceptions to deadlines are sometimes possible but rare and gained ahead of time. Ask ahead if you are uncertain. Anticipate that I can be helpful to you, but likely not at the last minute.

- Be sure you know, understand, and follow the policies on academic honesty that are pertinent to GTU, DSPT and your own school.

- The GTU and DSPT policies relating to disability pertain and are available on websites.

**Course Communication:**
- We will learn each others’ names and use them in our discussions.

- To make an appointment with the instructor, please e-mail: bgreen@dspt.edu or telephone (510  883-2076). Brief matters can be handled after class. There are no standard office hours but your requests for consultation time will be addressed promptly. In general, I am available Mondays through Thursdays but not Fridays. My office is at DSPT, room 208.

- Assume that you will work collaboratively with the instructor (consultation appointments are encouraged), with other students, with a partner or two on assignments (if you wish); a list of your names and e-mail addresses will be available once you have released that information for us to share.

**Course Schedule:** Since the course has three foci already designed (the narrative text of Jeremiah [Bible, Green], the smaller map of smaller literary features [Amit] and the wider map of theoretical considerations [Carruthers]), we will visit those topics first, taking a little more than half of the course time. Then we will be more guided by your specific interests, notably as those are shaping up in your papers and projects. So, anticipate the following:

The syllabus supplement is designed by the seminar leaders to provide more explicit information than the syllabus itself can (or needs to) provide. Those supplements will be designed according to the format provided at the end of this document and used in the first two sessions led by the instructor.
Part One: Learning the Discourses: Jeremiah and Theory

class # 1  February 4 (see syllabus supplement)

read:  syllabus and handouts, notably those forwarded to you before we began
biblical text: 2 Kings 22-25
Green on Jeremiah: Plans introduction
Amit on smaller narrative point: preface, chs. 1-2
Carruthers et al. General Introduction, ch. 4

key questions:
what will we do together, and how will we do it? what’s expected?
what might we do separately but then share productively?
what do we need to get started?

anticipate:
we will be sure the syllabus and all expectations are clear
you will sign for at least your first seminar leadership
we will lay groundwork on the book of Jeremiah and on the process of mapping
theory, so that as we diverge from ‘default,’ we have a common default to
diverge from
we will make some literary moves with 2 Kings 22-23
we will skim the high points from Carruthers ch. 4

writing:
bring to class a 1-page summary of your academic and personal interests that
includes at least three questions and some link to the book of Jeremiah (12
copies, one for each of us); by way of introduction, you will tell us what
single new thing you learned as you prepared this sheet for us

class # 2 February 11 (see syllabus supplement)

read:
biblical text: Jer 1, 46-51, 52:31-34
Green on Jeremiah: Plans ch. 1
Amit on smaller narrative points: ch. 3-4
Carruthers et al.: ch 9

key question:  how can we get what we need from beginnings and endings?
how does Hebrew language rhetoric help us?
what do we learn about grids for analysis and interpretation?

anticipate:  we will make use together of the preparation you have done and bring to
this session

class # 3 February 18 (specified by syllabus supplement seminar sheet)
read:
  biblical text: Jer 2-10
  Green on Jeremiah: ch. 2
  Amit on smaller narrative point: ch. 5
  Carruthers et al.: ch 7, 8

key question:
 anticipate:

class # 4 February 25  (specified by syllabus supplement seminar sheet)
read:
  biblical text: Jer 11-20 (prose units of ‘collaborative ministry)
  Green on Jeremiah: ch. 3
  Amit on smaller narrative point: chs. 6
  Carruthers et al.: ch 1

key question:
 anticipate:

class # 5  Mar 4  (specified by syllabus supplement seminar sheet)
read:
  biblical text: Jer 11-20 (poetry of prophetic and divine laments)
  Green on Jeremiah: ch. 4
  Amit on smaller narrative point: chs. 7-8
  Carruthers et al.: ch 2

key question:
 anticipate:

class # 6 March 11  (specified by syllabus supplement seminar sheet)
read:
  biblical text: Jer 21-39 (minus 30-33)
  Green on Jeremiah: ch. 5
  Amit on smaller narrative point: ch. 9
  Carruthers et al.: ch. 3

key question:
 anticipate:

class # 7 March 18  (specified by syllabus supplement seminar sheet)
read:
biblical text: selected parts of 21-39  
Green on Jeremiah: ch. 6  
Amit on smaller narrative point: ch. 9  
Carruthers et al.: ch. 5

key question:  
anticipate:

***********reading week***********

class # 8  April 1  (specified by syllabus supplement seminar sheet)  
read:  
biblical text: Jer 30-33  
Green on Jeremiah: ch. 7 and afterword  
Amit on smaller narrative point: chs. 10-11  
Carruthers et al.: ch. 6

key question:  
anticipate:

Part Two: Extending the Theory and Working at New Blends

class # 9 April 8  (specified by syllabus supplement seminar sheet)  
read:  
key question:  
anticipate:

class # 10 April 15  (specified by syllabus supplement seminar sheet)  
read:  
Pick up Carruthers ch. 7,9 where possible  
key question:  
anticipate:

class # 11 April 22  (specified by syllabus supplement seminar sheet)  
read:  
Pick up Carruthers ch. 7,9 where possible  
key question:  
anticipate:

class # 12 April 29  (specified by syllabus supplement seminar sheet)
read:
Pick up Carruthers ch. 7,9 where possible
key question:
anticipate:

**class # 13 May 6** (specified by syllabus supplement seminar sheet)
read:
Pick up Carruthers ch. 7,9 where possible
key question:
anticipate:

Part Three: Synthesizing the Discourses and Producing Fresh Readings

**class # 14 May 13 and class # 15 May 20**
read: presentation of papers
key question:
anticipate:

**Supplementary Information**

Library Reserve
In addition to the three books we will use steadily, *library reserve and the exegesis shelf in the library have other materials you will find helpful. The books marked *** may be borrowed from me for set periods of time so that they can be shared readily. Commentaries, as you know, are on the library’s exegesis shelf (marked here with a *


*Carruthers, Jo and Mark Knight and Andrew Tate, eds. Literature and the Bible: A Reader. London and New York: Routledge, 2014.
Additionally, you will need articles on specific topics, which you will need to gain access to on your own. I have a couple of folders of ones that I found useful that you may have access to, if you would like to look at the collection, borrow to xerox, and return responsibly (i.e., timely and not written on). I’d like to keep them and in their present “clean” condition.

**Seminars:**

**Seminars: Expectations**

**How to choose your time?** You need to do one of them earlier (during classes # 4-9) and one later (classes # 10-13); choose either by the date itself or (for your first time) by the topic of what we will be doing in any or all of our required texts, which will set the backbone of our time, at least for several weeks: It will be a Jeremiah text or a method as cued by Amit and Carruthers. Your second seminar participation can be and likely should be focused on your own specific interests, your own choice of a Jeremiah text, of smaller narrative features, and of wider theoretical interests; if you can bring in material from Carruthers et al. from chs. 7-9, that will be good, but it will likely draw on some other theoretical discourse you want to pursue in depth.
What does leadership comprise? Watch what happens in the first sessions to pick up some good practices. One of the things those with seminar leadership need to do is to advise the rest of about is how to come to a session as prepared as possible to assist the general learning. That means, of course, that you as leader have a pretty focused sense of how you will use the time you have, what you intend to accomplish, how it fits in to our general course outcomes, and how we can do it with you as successfully as possible. (The leaders of a given day should confer with each other, though you can proceed somewhat independently of each other if that’s your choice. But be sure you know what the others have in mind.) Please confer with me at least minimally. To that end, I strongly recommend (actually, insist) that you give us a “syllabus supplement” as soon as you can do so when you have a session coming up (not at the last minute, please). It is part of your leadership responsibility to be prepared far enough ahead that you can tell us how to prepare so that the seminar can be maximally helpful; if you are ‘last-minute-prone,’ we will not be very well prepared or be able to help you make your seminar successful. Set it up as follows:

- outcomes (what do you hope/plan to accomplish?)
- means (what will it look like as we prepare it and do it?)
- preparation (what shall we do to arrive prepared for what will be asked?)
- process (what, specifically, can we expect?)
- assessment (how can we evaluate how it went so as to be helpful?)

First seminar leadership sign-up:

class # 3:________________  __________________
class # 4:________________  __________________
class # 5:________________  __________________
class # 6:________________  __________________
class # 7:________________  __________________
class # 8:________________  __________________

Second leadership sign-up:

class # 9:________________  __________________  __________________
class # 10:________________  __________________
class # 11:________________  __________________
class # 12:________________  __________________
class # 13:________________  __________________

seminar paper or project
A competent graduate-level research paper for this class includes the following:

• your paper will take shape around a key passage set and be set up in terms of a developing question;

• your paper will have a thesis that is demonstrated steadily and compellingly throughout the paper, so that by the end, we reading can at least see your point even if we don’t agree;

• it will offer your own situated reasons for your choice of topic, related, presumably to your biblical area and reasons for taking this course;

• it will indicate what your plan is, including both the order of your argumentation and the main methods you will use besides Girard; these, as you know, come from biblical studies and are available in my “This Old Text” and other places;

• it will involve consideration of your “macro-approach” as well as of other tools you will use, and it will demonstrate thoughtful consideration of the work of other scholars;

• it will integrate your thesis, your interests, your plans, your methods, your dialog with your sources and with your texts, all smoothly (takes time and many revisions);

• it will follow the specifications of Turabian’s A Manual for Writers, 7th edition;

• it will be written in competent, persuasive English and be free of errors;

• it will have an introduction and end with a conclusion and implications;

• it will be ready on time (final hard copy due 5/6 at noon); if you wish a draft reviewed by the instructor, with helpful suggestions, it must come in, in decent shape (minimally, Turabianized) by April 22, start of class time; this is an optional step, though often helpful—but impossible to do unless you are fairly far advanced and have a decent draft.

• it will be generally understandable to all within the context of our class and be able to be presented by another (some key aspect of it).

assignment due: final editions of your papers are due to the instructor by 5/6 by noon (unless we make some other arrangement); please include a stamped and self-addressed envelope for return of the paper to you (if no envelope arrives, you may look for your paper at the DSPT reception desk);

accounting for grade: name_____________________________ grade
miscellaneous writing: _________ (1/8)  seminar paper/project: _________ (3/8)

seminar leadership: _________ (1/4)

1st ______  2nd ______

seminar participation: _________ (1/4)

____  _____  ______  ______  ______  ______  ______  ______

_____  _____  ______  ______  ______  ______  ______  _____

Other Material: Please download:
two outlines (Green, Fretheim);  a chronology (Green); “This Old Text” and annex
a map of moves (Green);  rhetorical terms (Green from Lundbom);
on Christian spirituality (Green);  forms in Jeremiah (Green from ?)
First seminar leadership sign-up:

class # 3:___________________    ___________________

class # 4:___________________    ___________________

class # 5:___________________    ___________________

class # 6:___________________    ___________________

class # 7:___________________    ___________________

class # 8:___________________    ___________________

second leadership sign-up:

class # 9:___________________    ___________________    ___________________

class #10:___________________    ___________________    ___________________

class #11:___________________    ___________________    ___________________

class # 12:___________________    ___________________    ___________________

class # 13:___________________    ___________________    ___________________