

METHODS AND BIBLICAL INTERPRETATION

2020–2021 Second Term Tue 7:00pm-9:30pm Online Zoom Class

Course Code: THEO5914

Title in English: Methods and Biblical Interpretation

Title in Chinese: 方法與聖經詮釋

Course Description:

Biblical interpretation does not happen in a vacuum. Every interpretive act involves the text, the reader, and its signifying context, including that of the writer(s) and that of the reader, defined by the complex web of social, cultural, political, and even psychological forces. This course covers some major methods used in the critical study of the Bible (with a focus on the Hebrew Bible/Old Testament) from the late nineteenth century to the early twenty-first century, including the historical-critical methods, literary criticism, and reader-centered approaches. It examines the tasks, presuppositions, and reading strategies of various exegetical methods, and evaluates each's weaknesses and strengths.

Learning Outcomes:

After completing this course, students should be able to:

- Describe and compare various critical methods of biblical studies
- Deepen their awareness of how the writer's and interpreter's social, cultural, political, and even psychological contexts may affect the process of signification
- Demonstrate a familiarity of the current approaches to biblical interpretation
- Be able to apply at least seven of the critical methods in their reading of the biblical texts
- Be able to formulate their own intersectional and interdisciplinary approach to biblical interpretation

List of Topics

Topic	Contents and Fundamental Concepts
Introduction to Biblical Interpretation	<p><i>Contents:</i> The task and basic concepts of biblical interpretation and a survey of the major approaches and methods to be introduced in this course.</p> <p><i>Key Concepts:</i> Exegesis, interpretation, hermeneutics, eisegesis, text, diachrony, synchrony, the three worlds of the text</p>
1. Historical Criticism	<p><i>Contents:</i> An overview of the biblical interpretation in the premodern period and the five historical-critical methods (textual, source, form, traditio-historical, and redaction criticisms) that sprung from modernity; a general critique of their tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> The Alexandrian School, the Antiochian School, Christianization, literalism, lower criticism, higher criticism, compositional history, history and cultural memory</p>
2. Textual Criticism	<p><i>Contents:</i> A brief history of the Hebrew Bible; an overview of textual criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concept:</i> Consonantism, manuscript, Masoretic Text, Leningrad Codex, Septuagint, <i>BHS</i>, <i>Vorlage</i>, Ur-text, <i>lectio difficilior potior</i>, <i>lectio brevior</i>, <i>ipsissima verba</i></p>

3. Source Criticism	<p><i>Contents:</i> An overview of source criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> <i>Literarkritik</i>, original meaning, internal analysis, textual integrity, textual discontinuity, Documentary Hypothesis</p>
4. Form Criticism	<p><i>Contents:</i> An overview of form criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Orality, form, function, <i>Gattung</i>, <i>Sitz im Leben</i>, <i>Tendenz</i></p>
5. Traditio-Historical Criticism	<p><i>Contents:</i> An overview of tradition-historical criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Transmission, traditio, traditum, final form</p>
6. Redaction Criticism	<p><i>Contents:</i> An overview of redaction criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Redactional layer, resumptive repetition, bracketing</p>
7. Canonical Approach	<p><i>Contents:</i> An overview of canonical approach and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Canon, canonical process, closed corpus, scripture, “canonical intentionality”</p>
8. Folkloristics	<p><i>Contents:</i> An overview of reading the biblical narratives as folklores and a critique of such approach’s tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> <i>Sage</i>, <i>Sagenwelt</i>, epic laws, motif, stock phrase, type-scene, universal</p>
9. Rhetorical Analysis	<p><i>Contents:</i> An overview of Hebraic rhetoric and literary conventions</p> <p><i>Key Concepts:</i> Parallelism, chiasmus, inclusio</p>
10. Rhetorical (or Communicative) Criticism	<p><i>Contents:</i> An overview of various types of rhetorical (or communicative) criticism and a critique of the tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Rhetoric, persuasion, rhetorical unit, rhetorical situation, rhetorical genre, rhetorical strategy, rhetorical effect</p>
11. Narrative Criticism and Narratology	<p><i>Contents:</i> An overview of narrative criticism and a critique of the tasks, presuppositions, and reading strategies; an introduction to narratology</p> <p><i>Key Concepts:</i> Narrative, narration, viewpoint, implied author/reader, characterization, plot, genre, literary devices, focalization, narrative subjectivity</p>
12. Structuralist Criticism	<p><i>Contents:</i> An overview of structuralist criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Structuralism, semiotics, sign, signifier, signified, patterns, opposites, narratemes, Greimas semiotic square, actantial model</p>
13. Reader-Response Criticism	<p><i>Contents:</i> An overview of reader-response theories and their employment in biblical interpretation; a critique of such approach’s tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Indeterminacy, intersubjectivity, subjectivity, social location, phenomenology of reading, narrative gap</p>

14. Deconstructive Criticism	<p><i>Contents:</i> An overview of employing deconstructive criticism to biblical interpretation and a critique of such approach's tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Poststructuralism, deconstruction, interpretant, binary opposition, différance, undecideability, logocentrism</p>
15. Ideological Criticism	<p><i>Contents:</i> What is ideology, an overview of ideological criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Ideology, class struggle, superstructure, modes of production, measurable absence, discourse</p>
16. Feminist (and Womanist) Criticism	<p><i>Contents:</i> An overview of feminist criticism and its various approaches to biblical interpretation, as well as the subsequent emergence of Womanist criticism, and a critique of the tasks, presuppositions, and reading strategies of feminist biblical criticism.</p> <p><i>Key Concepts:</i> Feminism, patriarchy, androcentrism, male domination, misogyny, sexism, gender ideology, gender representation/construction, gender stereotype, hermeneutics of recuperation, hermeneutics of suspicion, hermeneutics of liberation, intersectionality</p>
17. Cultural Criticism and Cross-Textual Hermeneutics	<p><i>Contents:</i> An overview of cultural criticism of the Bible and cross-textual hermeneutics as a dialogical approach to biblical interpretation in Asian contexts, an examination of its interdisciplinary dimension and a critique of such dialogical approach.</p>
18. Social-Scientific Criticism	<p><i>Contents:</i> An overview of incorporating social-scientific theories in biblical interpretation, with the employment of anthropological and sociological theories, as well as archaeological evidence.</p>
19. Postcolonial Criticism	<p><i>Contents:</i> An overview of postcolonial biblical criticism and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Colonial discourse analysis, imperialism, postcolonialism, Foucauldian notion of discourse, textuality, subject formation, agency, hybridity, ambiguity, ambivalence, mimicry</p>
20. Psychological Criticism	<p><i>Contents:</i> An overview of psychological biblical criticism with a focus on psychoanalytic approach; various psychoanalytic theories utilized in such approach, and a critique of its tasks, presuppositions, and reading strategies.</p> <p><i>Key Concepts:</i> Psychoanalysis, the unconscious, drive, psychic mechanisms such as repression, displacement, condensation, transference, projection, introjection</p>
21. Reading with Trauma Theory	<p><i>Contents:</i> An overview of the recent trend of reading the biblical text with trauma and disaster theory</p> <p><i>Key Concepts:</i> Post-traumatic stress disorder, traumatization, fragmented memory, unspeakable, somatization, affect theory, cognitive dissonance theory</p>
22. Queer (or Gender Criticism)	<p><i>Contents:</i> An overview of queer (or gender) criticism and a critique of its tasks, presuppositions, and reading strategies.</p>

	<i>Key Concepts:</i> Gender/sex, sexuality, masculinity, femininity, performativity, interpellation, drag, heterosexism, heteronormativity, homoeroticism
23. Conclusion	<i>Contents:</i> The ethics of biblical interpretation; decentered and interdisciplinary approach to biblical interpretation

Learning Activities:

The course consists mainly of lectures, interwoven with class discussion, independent reading, class presentation, and research activities. The time allocation (per week) of the learning activities is as follows:

Online Lecture		Class and Web-Based Discussion		Group Presentation		Reading and Research		Written Assignments	
In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class
1.5 hrs		0.25 hr	1 hr	0.5 hr	0.25 hr		3 hrs		1 hrs
M		M		M		M/O		M	
M: Mandatory activity in the course				O: Optional activity					

Assessment Scheme:

Task nature	Purpose	Learning Outcomes
<p>Student Presentation (20%)</p> <p>Submit your choice by <i>Jan 12 (Tue)</i> via Google Doc.</p> <p>The pdf version of the PowerPoint presentation is <i>due by 6:00pm on the presentation day</i> on the Blackboard Discussion Forum.</p> <p>The pptx version of the presentation is to be submitted to the designated assignment folder on Blackboard.</p>	<p>To facilitate the students' critical review of the reading materials and the exchanges of ideas among them.</p>	<p>Students are to work independently (or in pair) and give a 20-minute PowerPoint presentation on one of the assigned topics marked with an asterisk (*) in the course schedule. Each presenter is required to give a summary of the week's reading materials and describe the key figures, key terms, the basic assumptions, task, questions raised, reading strategies, and/or issues entailed in each method. Each presenter (or pair) is to prepare a PowerPoint presentation of no more than 20 pages.</p>
<p>7 Exegetical Papers (70%; @10%)</p> <p>The list of chosen methods is <i>due on Jan 18 (Mon)</i> via Google Doc.</p> <p>Each paper <i>due at 6:00pm on the day prior to the corresponding lecture</i> on Blackboard Discussion Forum and VeriGuide.</p>	<p>To evaluate the students' ability to critically apply the selected exegetical methods and to analyze and critique the methods' strengths and weaknesses.</p>	<p>Select seven out of the exegetical methods marked with a pound sign (#) in the course schedule. Apply each selected method to the interpretation of a biblical pericope of the student's choice (about 10–20 verses) and submit a short exegetical paper of 1200–1600 words.</p>

<p>Class Participation (10%)</p> <p>Blackboard Discussion Forum Posts <i>due by 12:00pm on the day of the corresponding lecture</i></p>	<ol style="list-style-type: none"> 1. To encourage learning collaboration and exchanges of ideas among the students, both in class and through Blackboard's discussion forum. 2. To consolidate the students' understanding of the reading materials. 3. To develop critical attitude toward the exegetical methods. 4. To deepen students' awareness of how an interpreter's social locations, including their own, and presuppositions affect the production of meaning. 	<p>Students are required to participate in the class discussion and the online discussion forum by posting their questions, critiques, and opinions on the methods and the exegetical papers posted by their classmates.</p>
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Learning Resources:

Textbooks (required):

- The Bible and Culture Collective. 1995. *The Postmodern Bible*. New Haven and London: Yale University Press. [BCC; CC BS476 .P67 1995; on reserve]
- McKenzie, Steven L., and Stephen R. Haynes, eds. 1999. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Applications*. Revised and Expanded edition. Louisville, KY: Westminster John Knox Press. [TEIOM; CC BS476 .T6 1999; on reserve]
- Yee, Gale A., ed. 2007. *Judges & Method: New Approaches in Biblical Studies*. 2nd ed. Minneapolis, MN: Fortress Press. [J&M; CC BS1305.52 .J83 2007; on reserve]

Required and Recommended Readings:

- Adam, A. K. M. 1995. *What Is Postmodern Biblical Criticism?* Minneapolis: Fortress. [CC BS476 .A32 1995; on reserve]
- Bach, Alice, ed. 1990. *The Pleasure of Her Text: Feminist Readings of Biblical & Historical Texts*. Philadelphia, PA: Trinity Press International. Religion Online. <https://www.religion-online.org/book/the-pleasures-of-her-text/> [CC BS575 .P55]
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- Barr, James. 2000. *History and Ideology in the Old Testament: Biblical Studies at the End of a Millennium: The Hensley Henson Lectures for 1997 delivered to the University of Oxford*. Oxford: Oxford University. ProQuest Ebook Central.
- Barton, John. 1984. "Classifying Biblical Criticism." *Journal for the Study of the Old Testament* 9, no. 29: 19–35.
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- Bechtel, Lyn M. 1995. "Genesis 2.4b-3.24: A Myth about Human Maturation." *Journal for the Study of the Old Testament* 20, no. 67: 3–26.
- Becker, Eve-Marie, Jan Doehorn, and Else Kragelund Holt, eds. 2014. *Trauma and Traumatization in Individual and Collective Dimension: Insights from Biblical Studies and Beyond*. Studia Aahusiana Neotestamentica 2. Göttingen: Vandenhoeck & Ruprecht. [T&T; CC BS 1199.S8 T78 2014; on reserve]
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- Buss, Martin J. 1978. "The Idea of Sitz im Leben – History and Critique." *Zeitschrift für die alttestamentliche Wissenschaft* 90, no.2: 157–70.
- Campbell, Antony F. 2003. "Form Criticism's Future." In *The Changing Face of Form Criticism for the Twenty-First Century*, edited by Marvin A. Sweeney and Ehud Ben Zvi, 15–31. Grand Rapids: Eerdmans. [CC BS 521.5 C48 2003]
- Childs, Brevard S. 1979. *Introduction to the Old Testament as Scripture*. Philadelphia, PA: Fortress. [CC BS1140.2 .C48; on reserve]
- Clines, David J. A. 1993. Possibilities and Priorities of Biblical Interpretation in an International Perspective." *Biblical Interpretation* 1: 67–87.
- Clines, David J. A. 1995. *Interested Parties: The Ideology of Writers and Readers of the Hebrew Bible*. JSOTSup 205. Sheffield: Sheffield Academic Press. ProQuest Ebook Central.
- Davies, Margaret. 1992. "Poststructural Analysis." *Anchor Bible Dictionary* 5: 424–26.
- Davies, Philip R. 1998. *Scribes and Schools: The Canonization of the Hebrew Scriptures*. Library of Ancient Israel. Louisville: Westminster John Knox Press. [CC BS1135 .D38 1998; on reserve]
- Dell, Katharine J., and Paul M. Joyce, eds. 2013. *Biblical Interpretation and Method: Essays in Honour of John Barton*. Oxford: Oxford University Press. Oxford Scholarship Online. [BIM]
- Dundes, Alan. 1999. *Holy Writ as Oral Lit: The Bible as Folklore*. Lanham, MD: Rowman & Littlefield. [CC BS625 .D86 1999; on reserve]
- Eagleton, Terry. 1976. *Criticism and Ideology: A Study in Marxist Literary Theory*. London: Verso. [UL PN98.C6 E2 1978; on reserve]
- Elliott, John H. 1993. *What Is Social-Scientific Criticism?* GBS. Minneapolis, MN: Fortress, 1993. [CC BS2361.2 .E55 1993; on reserve]
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- Fuchs, Esther. 2016. *Feminist Theory and the Bible: Interrogating the Sources*. Lanham, MD: Lexington. ProQuest Ebook Central.
- Goldingay, John. 2000. 'Biblical Narrative and Systematic Theology.' In *Between Two Horizons: Spanning New Testament Studies & Systematic Theology*, edited by Joel Green and Max Turner, 123–142. Grand Rapids: Eerdmans. [CC BS2331 .B48 2000]
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- Gunn, David M. 1987. "New Directions in the Study of Biblical Hebrew Narrative." *Journal for the Study of the Old Testament* 12, no. 39: 65–75.
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- Hayes, John H., ed. 2004. *Methods of Biblical Interpretation*. Foreword by Douglas A. Knight. Nashville, TN: Abingdon. [MBI; CC BS476. M355 2004; on reserve]
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- Lee, Archie C. C. 1998. "Cross-Textual Interpretation and Its Implications for Biblical Studies." In *Teaching the Bible: The Discourses and Politics of Biblical Pedagogy*, edited by Fernando F. Segovia and Mary Ann Tolbert, 247–54. Maryknoll, NY: Orbis. [CC BS600.2 .T44 2004]
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- Person, Raymond F., and Robert Rezetko. 2016. "Introduction: The Importance of Empirical Models to Assess the Efficacy of Source and Redaction Criticism." In *Empirical Models Challenging Biblical Criticism*, edited by Raymond F. Person and Robert Rezetko, 1–36. Atlanta, GA: Society of Biblical Literature. JSTOR Books. doi: 10.2307/j.ctt1g0b91x.
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- Segovia, Fernando F. 1995. "And They Began to Speak in Other Tongues": Competing Modes of Discourse in Contemporary Biblical Criticism." In *Reading from This Place Volume 1: Social Location and Biblical Interpretation in the United States*, edited by Fernando F. Segovia and Mary Ann Tolbert, 1–34. Minneapolis: Fortress Press. [CC BS476 .R 42]
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- Tompkins, J. P., ed. 1980. *Reader-Response Criticism: From Formalism to Post-Structuralism*. Baltimore: Johns Hopkins University. [UL PN98 .R38 R4; on reserve]
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- Weitzman, Steven. 2011. *Jewish Lives: Solomon: The Lure of Wisdom*. New Haven and London: Yale University Press. ProQuest Ebook Central.
- Wong, Sonia K. 2013. "The Notion of כפר in the Book of Leviticus and Chinese Popular Religion." In *Leviticus and Numbers*, edited by Athalya Brenner and Archie C. C. Lee, 77–95. Minneapolis, MN: Fortress. Project Muse Ebook.

- Yee, Gale A. 1995. "The Author/Text/Reader and Power: Suggestions for a Critical Framework for Biblical Studies." In *Reading from This Place*, edited by Fernando F. Segovia and Mary Ann Tolbert, 109–20. Minneapolis, MN: Fortress Press. [CC BS 476 .R42]
- 劉意青。2010。〈聖經文學性研究介紹〉，載劉意青編：《《聖經》文學闡釋教程》（北京：北京大學出版社），頁 291-313。中華數字書苑。
- 張玉明。2003。《以利亞以利沙的故事：敘事文體釋經法》（天道書樓，2003）。[CC BS1335.52 .Z44 2003]
- 李均熊。2013。〈上主在說話—初探聖經敘事的巴赫金式研究〉，《中國神學研究院期刊》，第 55 期（七月）。[CC Periodical BR9. C45 C56]

Other Resources:

- Alter, Robert. 2011. *The Art of Biblical Narrative*. Revised and expanded edition. New York: Basic Book. [奧爾特著。2005。黃愈軒、譚晴譯。《聖經敘述文的藝術》（香港：天道書樓）。[CC BS1171.2 .A45; BS1171.2 .A4512 2005]
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Feedback for Evaluation:

Students are welcome to give constructive feedbacks and share their learning experiences during the in-class mid-term evaluation and via Blackboard Discussion Forum, email and text exchanges throughout the course.

Course Schedule:

Class	Date	Topic	Reading Assignments
Week 1	Jan 12 (Tu)	Introduction	Required: Barton 1996, 1-19; <i>J&M</i> , 1-18; BCC, 1-19 Recommended: Barton 1984; <i>TiC</i> , ch.1
Week 2	Jan 19 (Tu)	1. Historical Criticism 2. Textual Criticism *	Required: 1. <i>BCHB</i> , ch.1; <i>BIM</i> , ch.5; <i>TEIOM</i> , 17-35; Brettler et al 2. <i>MBI</i> , 19-39 Recommended: 1. Yee 1995 2. McCarter [monograph in bold]
Week 3	Jan 26 (Tu)	3. Source Criticism * 4. Form Criticism *#	Required: 3. <i>TEIOM</i> , 35-57; <i>BIM</i> , ch.1; Barton 1996, 20-29 4. <i>TEIOM</i> , 58-89; <i>BIM</i> , ch.2 Recommended: 3. <i>HB&IMI</i> , 128-46; Habel 4. Tucker ; Buss; Campbell
Week 4	Feb 2 (Tu)	5. Traditio-Historical Criticism *# 6. Redaction Criticism *# [Proficiency of Biblical Hebrew required]	Required: 5. <i>TEIOM</i> , 90-104; <i>MBI</i> , 127-33; Knight 1992 6. <i>TEIOM</i> , 105-21; <i>BIM</i> , ch.3 Recommended: 5. Knight 2006, 5-25; <i>HB&IMI</i> , 146-50; Lee 1990a & 1990b; Fishbane, 1-43 6. Barton 1996, 45-76; Person and Rezetko, 1-35; Van Seters
Week 5	Feb 9 (Tu)	7. Canonical Approach * 8. Folkloristics *#	Required: 7. <i>TiC</i> , ch.3; <i>TEIOM</i> , 142-155; <i>MBI</i> , 215-19 8. <i>HB&IMI</i> , 180-91; Olrik Recommended: 7. Childs, 27-83; Barton 1996, 77-103; P.R. Davies, 1-58 8. Niditch ; Dundes ; Thompson [for consultation only]
----	Feb 16 (Tu)	<i>(Lunar New Year)</i>	
Week 6	Feb 23 (Tu)	9. Rhetorical Analysis *# 10. Rhetorical (or Communicative) Criticism *#	Required: 9. <i>TiC</i> , ch.10; Muilenburg 10. <i>TEIOM</i> , 156-180; BCC, 149-86 Recommended: 9. Meynet 10. <i>MBI</i> , 185-95; Trible
Week 7	Mar 2 (Tu)	11. Narrative Criticism and Narratology *# - Guest Lecture by Dr. Leo Kwan-Hung Li	Required: 11. 劉意青; Gunn; <i>TEIOM</i> , 201-229; <i>J&M</i> , 19-45; Moore Recommended: 11. 李均熊; 張玉明; Berlinerblau; Goldingay; Nünning

Week 8	Mar 9 (Tu)	12. Structuralist Criticism *# 13. Reader-Response Criticism *#	Required: 12. BCC, 70-118; <i>J&M</i> , 90-114 13. Exum & Clines, 11-15; <i>TEIOM</i> , 230-252; BCC, 20-69 Recommended: 12. <i>TEIOM</i> , 183-200; <i>HB&IMI</i> , 173-80; Barton 1996, 104-39; Jobling [for sampling] 13. Barton 1996: 198-219; Tate, 187-94; Iser 1971, 1972; Tompkins [for sampling]
Week 9	Mar 16 (Tu)	14. Deconstructive Criticism *# 15. Ideological Criticism *#	Required: 14. <i>TEIOM</i> , 253-267; BCC, 119-48; M. Davies 15. <i>TEIOM</i> , 283-306; <i>J&M</i> , 138-60 Recommended: Both. Jacob, 41-89 & 139-43 14. <i>J&M</i> , 115-137; Barton 1996, 220-36; Adam 15. BCC, 272-308; Gottwald; Pippin 1996; Clines 1995, 9-25; Eagleton
Week 10	Mar 23 (Tu)	16. Feminist (and Womanist) Criticism *# 17. Cultural Criticism and Cross-Textual Hermeneutics *#	Required: 16. <i>J&M</i> , 65-89; BCC, 225-271 17. Segovia 1995; Kwok; Lee 1998 & 2000 Recommended: 16. <i>TEIOM</i> , 268-82; <i>TiC</i> , ch.4; <i>BIM</i> , ch.13; Osiek; Fuchs ; Bach [for sampling] 17. Scholz; <i>J&M</i> , 202-36; Clines 1993; Wong
----	Mar 30 (Tu)	<i>(Reading Week)</i>	
----	April 6 (Tu)	<i>(Public Holiday)</i>	
Week 11	Apr 13 (Tu)	18. Social-Scientific Criticism *# 19. Postcolonial Criticism *#	Required: 18. <i>BCHB</i> , ch.3; <i>TEIOM</i> , 125-41; <i>J&M</i> , 46-64 19. <i>J&M</i> , 161-82; <i>BIM</i> , ch.19 Recommended: 18. Elliott ; Baker 19. Lee 1999; Segovia 2005, 23-78; Lomba
Week 12	Apr 20 (Tu)	20. Psychological Criticism *# 21. Reading with Trauma Theory *	Required: 20. BCC, 187-224; Weitzman, 16-32 21. <i>T&T</i> , 62-70, 177-22; O'Connor 2010 Recommended: 20. Bechtel; Kille 21. <i>T&T</i> , 223-43; Smith-Christopher 2002, 75-104.
Week 13	Apr 27 (Tu) <i>(Make-up Class)</i>	22. Queer (or Gender) Criticism *# Conclusion: Interpretation and Ethics	Required: 22. <i>J&M</i> , 183-201; Stone 1997; Martin Recommended: 22. Stone 2001, 11-34; Hornsby & Stone eds, 1-43, 321-41, Koch Conclusion: Schüssler Fiorenza; Paris

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Academic Honesty and Plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

Grade Rubric:

A (+/-)	B (+/-)	C (+/-)	D (+)	F
<ul style="list-style-type: none"> - Astral, insightful, reflective content - Exceeds expectations - Original & creative thesis potentially making a contribution to scholarship - Content consistent - Persuasive & logical arguments - Provide substantial evidence and support from scholarly works - Excellent integration & synthesis of different views - Implications well observed - Excellent organization - Rich & relevant references with correct citation format 	<ul style="list-style-type: none"> - Adequate, thoughtful, descriptive, relevant content - Meets expectations - Thesis built on the theses & findings of current scholarship - Content consistent - Adequate & clear line of arguments - Provide evidence and support from scholarly works - Good integration & synthesis of different views - Implications noted - Good organization - Relevant references with correct citation format 	<ul style="list-style-type: none"> - Lack of understanding of the subject matter - Below expectations - Unclear thesis - Some arguments unconvincing & unclear - Lack of evidence and support from scholarly works - Lack of integration & synthesis of different views - Implications unclear - Lack of relevant references with some issues in citation format 	<ul style="list-style-type: none"> - Misconception in subject matter - Below expectations - Unclear thesis - Arguments unconvincing, unclear - Lack of evidence and support from scholarly works - Neither integration nor synthesis of different views - Implications not noted - Incorrect citation 	<ul style="list-style-type: none"> - Content irrelevant to subject matter - Fail to meet expectations