



Chaminade University OF HONOLULU

Course Syllabus

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: RE 211.02

Course Title: The Bible as Controversy

Department Name: Philosophy & Religious Studies

College/School/Division Name: College of Arts and Sciences

Term: Fall 2026

Course Credits: 3

Class Meeting Days: Tuesday & Thursday

Class Meeting Hours: 2:30 p.m. – 3:50 p.m.

Class Location: Henry Hall 210

Instructor Name: Dr. Peter Steiger, PhD.

Email: psteiger@chaminade.edu

Phone: 808-440-4212 (Chaminade Office – Note: I am rarely in my office, so please email me!)

Office Location: Henry Hall 206K

Office Hours: Monday-Thursday 4-5 pm, Tuesday & Thursday, 1-2 pm or by appointment

University Course Catalog Description

Religious Studies 211 – The Bible as Controversy:

Ancient scriptural documents have erupted into modern controversies, ranging from questions over biblical fundamentalism to the meaning of Jesus in contemporary times. Questions concerning the creation stories, the monarchy of Israel, the movement of Jesus the Jew, the writings of Paul, and the historical and contemporary uses and abuses of the Bible will be examined in detail. Offered every semester.

This course fulfills the lower division Religious Studies General Education Core requirement.

Course Overview

This lecture course will explore various elements, issues, techniques, principles and applications utilized by scholars to interpret the bible. More than an introduction to the bible, it is intended to orient students to the causes of the controversies that have always been a part of studying scripture. No pre-requisite knowledge of the bible is necessary, but some familiarity with the bible may help. The course is meant to enable students to appreciate biblical interpretation and prepare them for other courses in religion or theology, as well as literary analysis.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit

4. Educate for service, justice, peace and the integrity of creation
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

GENERAL EDUCATION CORE CURRICUM OUTCOME

Catholic Intellectual Tradition –

The student will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice.

(In this course, students will examine the bible, using hermeneutics from the Catholic Intellectual Tradition, to develop a sacramental view of the world. Students will be encouraged to see how interpretation of the Bible addresses the human condition and promotes social justice.)

Religious Studies Program Learning Outcomes linked to this course at an introductory level are:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.

Course Learning Outcomes

By the end of our course, students will be able to:

1. Describe the development and diversity of Christian exegetical principles and practices over the past two thousand years by explaining the hermeneutics used by various influential Christian interpreters
2. Identify and distinguish between philosophical, historical, and literary critical tools and theologically based techniques of biblical exegesis and then integrate these to show their complementarity for a sacramental world view
3. Recognize that respectful dialogue on religious meaning mandates understanding and acknowledging both the usefulness of the tools of scientific, historical-critical biblical interpretation and theological applications of the bible, as well as awareness that these hermeneutical techniques are often misunderstood, even by experts, and so are not easily kept in tension
4. Explain how Christian moral reasoning formed by interpretation of the bible both affirms and challenges secular, cultural assumptions

Alignment of Learning Outcomes	CLO 1	CLO 2	CLO 3	CLO 4
Marianist & Native Hawaiian Values	1 & 2	1 & 2	2 & 3	2, 4 & 5
Program Learning Outcomes	1	1	2	3
Gen Ed Learning Outcomes	1	1	1	1

Course Prerequisites

Students must be prepared to complete 60 pages of reading per week for success in this course.

Students must compose a 600-700-word essay within 80 minutes for each semester exam, and a 700-800-word essay within 120 minutes for the final exam.

Required Learning Materials

*notebook for hand-written notes (this is a requirement – computers & electronic devices are not permitted in class)

*writing instruments (pen or pencil) for handwriting notes

*three blue exam booklets available for purchase in the bookstore; all exams will be handwritten essays in bluebooks

*Textbooks: (Please purchase the hard copy of all three of these)

John Barton, *A History of the Bible: The Book & Its Faiths*, Penguin Books, 2019.

Ian Christopher Levy, *Introducing Medieval Biblical Interpretation: The Senses of Scripture in Premodern Exegesis*, Baker Academic, 2018.

Keith D. Stanglin, *The Letter and Spirit of Biblical Interpretation: From the Early Church to Modern Practice*, Baker Academic, 2018.

*Access to Canvas, the Chaminade University online platform – used to supply supplemental reading assignments, report grades, and take daily attendance.

Recommended Reading: (These might be helpful but will not be part of the assigned reading for this course.)

Timothy R. Carmody, *Reading the Bible: A Study Guide*, Paulist Press, New York, 2004.

Daniel J. Harrington, *How Do Catholics Read the Bible*, Rowman & Littlefield Publishers, New York, 2005.

Access to a bible, preferably the New American Bible, New Revised Standard Bible or the Orthodox Study Bible.

Letter grades are based on 99 points and are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's class attendance, pop quizzes and exams. They are interpreted as follows:

91-99% (91-99 points) = A (Outstanding scholarship and an unusual degree of intellectual initiative)

80-90% (80-90 points) = B (Superior work done in a consistent and intellectual manner)

70-79% (70-79 points) = C (Average grade indicating a competent grasp of subject matter)

61-69% (61-69 points) = D (Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work)

0-60% (0-60 points) = F (Failed to grasp the minimum subject matter; no credit given)

Assessment:

Students will be assessed through the composition of two semester exams and one final exam, three unannounced/unscheduled ("pop") reading assignment quizzes, and regular, on-time attendance at class. The three exams will cover material for the weeks immediately prior to the scheduled exam and these exams will be oriented with increasing difficulty, so that semester exam one will be more basic than exam two, and the final exam will be more demanding than exam two. In addition, each exam will be worth an increasing amount, so that semester exam one will be worth fifteen points toward the final semester grade, exam two will be worth twenty points of the final semester grade, and the final exam will be worth twenty-five points of the final semester grade, and will be given during the required exam period officially scheduled by the university. Students are required to write all three exams with a minimum score of fifty percent in order to pass the course. Following exams one and two, students who do poorly will be permitted to do one different retake exam outside of class hours at a time scheduled by the professor; retakes must be taken during these scheduled hours. Students who are absent for exam one or two must take the exam retake on the date scheduled and will not be permitted to do a retake exam. In addition, three unannounced, unscheduled reading assignment quizzes, each worth ten points will be offered during the semester. Students who are not present on the day of these pop-quizzes will not be permitted to make up these quizzes, as they are pop quizzes to encourage students to prepare for and attend class regularly. Participation in the class is strongly encouraged by giving twenty-four points toward the final grade for on-time attendance (one point for each day of on-time attendance). Finally, the professor will be conducting an optional reading study group of Augustine's *On the Teacher*; there will be four meetings of the reading group and those students who attend all four and are prepared to discuss the text with other students will receive ten bonus points. Grades of "Incomplete": For specifics about the policy on incomplete grades, consult official University policies. Incomplete grades are very rare and will require significant collaboration between the student and professor. Communication must be initiated by the student seeking an incomplete at the earliest possible time and only during the semester in which the incomplete is sought, not after the semester has ended.

Point Totals:

Exams: 60 points = Exam 1 (15 points) + Exam 2 (20 points) + Final Exam (25 points)

Pop Quizzes: 30 points = 3 quizzes x 10 points each

Attendance: 24 points = 24 class days after the add/drop period and excluding exam dates.

Optional Augustine Study Group: 10 bonus points for students who attend four sessions prepared to discuss

Total points available = 124 points

Basis of final semester grade = 99 points

Course Policies

Late Work Policy:

No written homework will be submitted in this course, so there is no late homework policy for this course. However, because Chaminade University class sizes are small, it will be the assumption of the Professor that students are prepared to discuss the assigned readings at each class meeting. It is especially expected that students will come to class with questions about the assigned readings.

Writing Policy:

In all writing submitted for the course students are required to follow standard English grammar and syntax. Poor spelling, incorrect grammar and sloppy handwriting will have points deducted (this includes lack of proper capitalization and failures of punctuation). Do your best to think clearly first, in order to write clearly. Any exam submitted that is poorly written or not composed according to instructions will be rejected and receive a failing grade.

Instructor and Student Communication:

Questions must be emailed to the Professor at psteiger@chaminade.edu. Response time will be done within three days (seventy-two hours). Prompt communication is the best way to assure the course runs smoothly.

Attendance Policy: The following attendance policy is from the Academic Catalog:

“Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a message with the instructor’s division office. It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes (a total of three class meetings) may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences (more than five) put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.”

It has been the experience of the Professor, and innumerable research studies have proven, that regular classroom attendance with active engagement in the course is one of the best indicators to assure student success. To that end, attendance will be taken for every class meeting and this will be tracked in the Canvas platform so that students can see their attendance record. There are no excused absences granted by this professor, because it is not possible for the professor to verify every doctor’s note, auto mechanic bill, or family emergency – if the student is absent, then the student does not receive credit for attendance. In the case of extended illness, family emergency, or athletics travel, it is the responsibility of the student to contact the professor as soon as possible, or prior, to inform the professor of the difficult situation, so that alternative learning can be planned. It is expected that such challenging circumstances will be very rare, not a regular occurrence. Again, this is to protect the integrity of the course and to ensure all students enrolled in the course are treated fairly.

Arriving late to class will not be tolerated; occasionally, our time management fails, but part of being an adult is planning your time so that you arrive on schedule. Traffic, buses, parking, athletics practice, stopping at the cafe/cafeteria, and other commitments can take longer than expected, so plan accordingly. If ever you have trouble arriving on time because another course has run long, please let me know and I will personally communicate to the responsible faculty member to request they end on time so you can navigate to your classes on schedule. According to google a.i., a habit of tardiness demonstrates the following to other people: rudeness, self-absorption, disrespect, lack of organization, unreliability, passive aggression (wish to dominate others), disengagement, inattentiveness – these are not positive traits and not what mature adults wish to exude. Those who are habitually tardy will be asked to meet one on one with the professor to discuss the issue.

In class participation expectations:

Active, respectful engagement is essential to success in college. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work during the class meetings.

Students are expected to:

- **Come prepared — complete readings and activities before each session; PREPARE TO ASK, NOT ANSWER!!**
- **Participate actively in discussions and group work, demonstrating critical thinking: BE BRAVE... THINK!!**
- **Engage respectfully and honor diverse perspectives; LEARN TO LISTEN TO WHAT IS NOT BEING SAID!!**
- **Use personal electronic devices only when directed; INFORMATION IS NOT INTELLIGENCE!!**

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 40 hours in class, 7 hours studying for semester exam one, 10 hours for exam two, and 18 hours studying for and taking the Final Exam. There will be an additional 60 hours of work required beyond what is listed here (course reading assignments and review of class notes, etc.), averaging 4 hours each week.

The figures explaining how this credit hour policy was calculated are provided below:

- Seat Time: 80 min weekly x 2 x 15 weeks = 40 hours
- Time Spent on Key Assignments and assessments:
 - ❖ Assigned reading/review of notes = 4 hours per week x 15 weeks = 60 hours
 - ❖ Preparation for Exams = 35 hours
- Sub-Total = 135 hours (seat time + reading assignments + exams/assessments)
- Total required engagement of 135 hours is met.

Policy on academic honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Statement on the use of ‘artificial intelligence.’

Chaminade University recognizes the increasing role of artificial intelligence (a.i.) technologies in academic and professional environments. A.i. encompasses, but is not limited to, generative a.i. platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using a.i. to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on a.i. detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Student with Disabilities Statement:

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at: <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student’s experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at: <https://chaminade.edu/ada-accommodations>.

Title IX and Nondiscrimination Statement:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy & Notice of Nondiscrimination:

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website.

On-campus Confidential Resources may also be found here at **CAMPUS CONFIDENTIAL RESOURCES**.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form:

https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out — services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

fall 2026 schedule	Meeting Date		
Week 1		Lecture Topics	Reading Assignment - to be completed for next meeting
Tues.	8/18/26	Syllabus & intro to course; Lecture: Theology or Religious Studies?	Barton, p. 1-17 and 469-489: due 8/20/26
Thur.	8/20/26	Bible Basics: Canon, Inspiration, Translation, Interpretation	Barton, p. 215-238: due 8/25/26
Week 2			
Tues.	8/25/26	Development of the scriptures - Old Testament	Barton, p. 145-163: due 8/27/26
Thur.	8/27/26	Gospel before gospels - Christianity before the N.T.	Barton, p. 164-187: due 9/1/26
Week 3			
Tues.	9/1/26	Jewish & Christian exegetical controversies - 1st century	Barton, p. 188-211: due in next class meeting
Thur.	9/3/26	Manuscripts and Codex production	Barton, p. 239-284 : due in next class meeting
Week 4			
Tues.	9/8/26	Christian controversies - 2nd & 3rd centuries	Stanglin, p. 1-45: due in next class meeting
Thur.	9/10/26	Irenaeus, Origen and the canon of the New Testament	Stanglin, p. 46-76: due in next class meeting
Week 5			
Tues.	9/15/26	Prof. Steiger in Japan - View virtual tour of "First Fragments" on Canvas	Barton, p. 339-357: due in next class meeting
Thur.	9/17/26	Prof. Steiger in Japan - View Fr. John Behr videos on Canvas	Levy, p.1-19: due in next class meeting
Week 6			
Tues.	9/22/26	Exam one - bring blue book and pen for essay writing	Levy, p. 19-39: due in next class meeting
Thur.	9/24/26	Christian interpretation - 3rd - 5th centuries	Stanglin, p. 77-92: due in next class meeting
Week 7			
Tues.	9/29/26	Christian interpretation - 3rd - 5th centuries	Stanglin, p. 93-100: due in next class meeting
Thur.	10/1/26	Hebraica Veritas v. Auctoritas Septuaginta	Barton, p. 358-376: due in next class meeting
Week 8			
Tues.	10/6/26	Monastic Interpretation of the Bible - Didymus & Evagrius of Pontus	Book reviews of <i>Moralia in Job</i> translation due next class
Thur.	10/8/26	Medieval Exegesis - Gregory's <i>Moralia</i> : the cloistered bible	Levy, p. 107-135; Stanglin, p. 101-111: due 10/20/26
Tues.	10/13/26	Wellness week activity - attendance mandatory	Catch up on class readings - no homework assigned
Thur.	10/15/26	Study session for exam two - attendance mandatory	Catch up on class readings - no homework assigned
Week 9			
Tues.	10/20/26	Manuscripts - Glossed, Illuminated & becoming secularized	Levy, p. 137-170 : due in next class meeting
Thur.	10/22/26	Cistercians and Cathedral Schools - "should we become secular?"	Levy, p. 195-216: due in next class meeting
Week 10			
Tues.	10/27/26	Masoretic text, Mendicant orders & rise of universities	Barton, p. 377-386: due in next class meeting
Thur.	10/29/26	Exam two - bring blue book and pen for essay writing	Stanglin, p. 113-151: due in next class meeting
Week 11			
Tues.	11/3/26	Advent of Modernity & a bible for the secularized world	Barton, p. 387-408: due in next class meeting
Thur.	11/5/26	Reformation - undermining the sacramental world view	Articles about Luther and Calvin: due in next class meeting
Week 12			
Tues.	11/10/26	Exegesis of the bible according to Martin Luther and John Calvin	Articles about Hobbes' <i>Leviathan</i> : due in next class meeting
Thur.	11/12/26	Hobbes: bible as the tool of state/government control the populace	Stanglin, p. 153-187: due in next class meeting
Week 13			
Tues.	11/17/26	Excluding theology but keeping the bible in universities = Biblical studies	Barton, p. 409-435: due in next class meeting
Thur.	11/19/26	Historical-criticism of the Old and New Testament	Articles about Historical Jesus: due in next class meeting
Week 14			
Tues.	11/24/26	Quests for the Historical Jesus	Catch up on class readings - no homework assigned
Thur.	11/26/26	No classes - Thanksgiving Day	Articles about <i>Nouvelle Theologie</i> and Dialectical Theology
Week 15			
Tues.	12/1/26	Reactions to historical-criticism: Modernism & Fundamentalism	Websites about the New Perspective on St. Paul
Thur.	12/3/26	Critique of biblical studies: New Perspective on St. Paul	Study for final exam
Final Exam	Henry 210	RE 211.01: Monday, 12/7/26 - 3:30-5:30 pm.	Bring blue book and pen for essay writing
Final Exam	Henry 210	RE 211.02: Tuesday 12/8/26 - 11 am-1 pm.	Bring blue book and pen for essay writing