

Course ID:	Course Title:	Winter 2024
BT/TH 700	Advanced Hermeneutics	Prerequisites: Either OT 502, NT 502, or TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online Synchronous	Instructor:	Beth Stovell, Ph.D.	First Day of Class:	January 12, 2024
Days	Fridays	Email:	BStovell@ambrose.edu	Last Day to Add/Drop:	January 21, 2024
Time:	1-4pm	Phone:	403-410-2000 ext. 3995	Last Day to Withdraw:	March 28, 2024
Room:	A2212	Office:	L2077	Last Day to Apply for Coursework Extension:	April 2, 2024
Final Exam:	No final exam, final paper due April 5	Office Hours:	Scheduled via email, By appointment only	Last Day of Class:	April 12, 2024

Course Description

This course provides an orientation to key issues in theological hermeneutics essential for the interpretation of the Bible and the study of theology. The course will describe ancient and contemporary reflection on hermeneutics as well as provide an opportunity for students to develop a hermeneutic appropriate for the study of Bible and theology within a confessional context.

Expected Learning Outcomes

Through this course, students will...

- 1. Increase their competence in the skill of reading and summarizing complex theological and philosophical texts.
- 2. Develop knowledge of the history of hermeneutics from classic to modern times and the major figures influencing hermeneutical practices.
- 3. Evaluate approaches to hermeneutics and issues within hermeneutics based on their own experiences, beliefs, and traditions.

- 4. Synthesize their learning about hermeneutics to articulate fruitful reading practices of the Bible and of Theology that benefit their own personal faith, their ministry contexts, and contribute meaningfully to the world.

Required and Recommended Readings

All required readings will be available via Moodle except for Zimmermann.

Required Readings

Zimmermann, Jens. *Hermeneutics: A Very Short Introduction*. Oxford: OUP, 2015.

Readings from Gadamer

Readings from Ricoeur

Readings from biblical hermeneutics (posted to Moodle)

Readings from ethnic minority and global hermeneutics (posted to Moodle)

Readings from theological hermeneutics (posted to Moodle)

Course Schedule

Date	Topic	Course Readings	Activities and Assignments Due
Jan 12	Introduction to the course Introduction to hermeneutics	No advanced reading required, Reading starts the following week	Discussion question: “When you think of hermeneutics, what do you think of?”
Jan 19	Introduction to hermeneutics (Pt 2)	Read Zimmermann, 1-38	In class discussion Learning Exercise 1: Draw hermeneutical maps

Jan 26	Gadamer and the discipline of hermeneutics	Zimmermann, 39-56 Readings from Gadamer	In class discussion
Feb 2	Paul Ricoeur Biblical Hermeneutics: An Introduction	Zimmermann, 57-71 Readings from Ricoeur	In class discussion
Feb 9	Biblical Hermeneutics: Exegesis and Hermeneutics	Readings from biblical hermeneutics	In class discussion Learning exercise 2: Reading poetry in literature and the Bible For next class: Bring a Children's Book to class for our hermeneutical approaches exercise.
Feb 16	Biblical Hermeneutics: Approaches	Readings from biblical hermeneutics	In class discussion Learning exercise 3: Hermeneutical Approaches and Children's Literature Assignment #1
Feb 23: No Class: Reading Week			
Mar 1	Ethnic Minority and Global Hermeneutics	Readings on Asian and Asian American hermeneutics	In class discussion Draft of Final Paper
Mar 8	Ethnic Minority and Global Hermeneutics	Readings on Latinx hermeneutics Readings on African and African American hermeneutics	In class discussion Assignment #2

Mar 15	Biblical Translation as Hermeneutics and Indigenous Hermeneutics	Readings about biblical translation and hermeneutics Readings about Indigenous biblical translation	In class discussion Learning exercise 4: Biblical Translation as Interpretation
Mar 22	Theological Hermeneutics	Zimmermann, 72-97 Readings from theological hermeneutics	In class discussion Learning exercise 5: Read theologically For next class: Bring in something that symbolizes your tradition of hermeneutics to you. (“Your tradition of hermeneutics” can mean your theological tradition, your cultural tradition, your family tradition, your tradition as a man or woman, or your tradition as you define it in some other way (or some combined way).
Mar 29	Theological Hermeneutics and Global Theological Hermeneutics	Readings from theological hermeneutics Readings from global theological hermeneutics, Latin American hermeneutics	In class discussion Learning exercise 6: Symbols of hermeneutics

Apr 5	Praxis and Interpretation (Online recorded lecture asynchronous, no class on Friday)	No reading, prepare your final paper	Final Research Paper Learning exercise 7: Hermeneutics in Action
Apr 12	Final thoughts and final presentations	No reading, prepare your final presentation	Final Presentation

Requirements:

Submit all assignments via Moodle.

1. Class Discussion (20%):

Students will participate in two kinds of course discussion each week.

Class readings: They will discuss their readings each week at the start of class. They will answer the following questions: 1. What are 2-3 ideas they learned about hermeneutics this week from their readings? 2. What surprised or interested them? 3. What is the significance of their learning this week for their own lives, their church context, and their mission to the world? Students will share their ideas and respond to the ideas of their fellow students.

Learning exercises: Students will also be involved in learning exercises. In some cases, these learning exercises will take the place of discussion of course readings. In other cases, students will be participating in both. The professor will direct students in expectations for the subsequent week during the prior week of class.

2. Hermeneutic Essays (2 x 20% each=40%)

Hermeneutical Essay 1 (Biblical Hermeneutics and Gadamer): In this essay, explain the connections you see between our biblical hermeneutics author's description of hermeneutics and Gadamer's main hermeneutical themes. (1000-1500 words). **Due: Feb 16, midnight.**

Hermeneutical Essay 2 (Ethnic Minority and Global Hermeneutics): In this essay, write a summary of different hermeneutical approaches described by a combination of ethnic minority and global hermeneutics scholars. Then describe what aspect of these approaches you found most helpful and why. (1000-1500 words) **Due: March 8, midnight.**

Font: Times New Roman, 12 point font, 1 inch margins. Sources for assignments: course textbooks and articles as directed. Submission: Via Moodle.

3. Final Research Paper: Draft Paper (15%) and Final Paper (25%):

- Writing your final paper is a two-stage process: **Draft of final paper due March 1 by midnight; Final paper due April 5 by midnight. Both stages are required for an optimal grade in this course.**

Bibliography and Draft of Final Paper (15%): Due March 1: Students will turn in a draft of their final paper on March 1 by midnight to gauge their progress. **The minimum requirement for this assignment is a thesis statement, outline, and bibliography of books.** However, this draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper is currently in. More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 15% of their overall grade for the course. However, if the student's overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade.

- Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.

Final paper (25%): Due April 5 by midnight. Submitted via Moodle.

Length: 12-15 pages (approximately 3,600 to 4,500 words), Font: Times New Roman, 12 point font, 1 inch margins
Required number of sources: 15, including primary texts, textbooks, periodical literature and monographs (or parts thereof).

Topic: The final paper for the course is a synthesis that brings together reflections on historical and contemporary hermeneutics with a personal statement. Students will choose a specific topic to cover that includes historical and contemporary elements of hermeneutics based on the course topics. Students will write a paper on this hermeneutical topic that concludes with a personal statement (in addition to a final conclusion). This personal statement should reflect on the questions that have formed the framework of the discussions all semester and offer an explanation of how hermeneutics relates to their personal faith, their church context, and their engagement with the world. The personal statement should be roughly 1/3 of the overall paper. (BT students will focus their paper on biblical theological questions while TH students will focus their paper on theological questions. These questions will be discussed with their professor in advance as part of the paper writing process).

4. Final Presentation:

Presentations must be submitted on Moodle under “Final Presentation” **before the start of class on April 12**. Points will be deducted if nothing is turned in. (If the presentation is in a form that cannot be submitted via Moodle (e.g., an art piece, a dance, etc., please discuss with professor ahead of time).

- Students will present a summary of the main points of their final paper in a creative way.
- This presentation may be in the form of a homily (“sermonette”), a teaching session, or simply an explanation of the main parts of the paper. Other creative presentations are also encouraged such as poetry, art, Ted Talk, imagined bible study, etc. When appropriate, this presentation should **include a PowerPoint/Keynote/Prezi presentation and all presentations must last no longer than 20 minutes. Other forms of presentation may be permitted, but must be approved with the instructor in advance.** Creativity is encouraged!
- Depending on the final size of the class, presentations may be in groups or individual. The professor will let students know as they get closer to the presentation deadline and assign groups if necessary.
- For online students, this presentation can either be pre-recorded and shown in class or can be performed live online. If a student in the in-person course cannot be in-person for the presentation for any reason, they can organize the same options as online students with the professor.
- The goal of this presentation is for students to clearly share the major points of their papers with their classmates in a memorable way. A rubric for this assignment is included in the folder “Rubrics and Resources” in the “Course Overview” section of Moodle.
- Presentations will be given during class on April 12 as there will be no final exam for the course. **All presentations must be submitted via Moodle in advance of April 12 (See note above for exceptions and procedure).**

Expected Learning Outcomes	Assignment	Percentage
Learning Outcomes 1 and 2: Formative	Weekly in class discussion	10%
Learning Outcomes 2 and 3: Summative	Short Essays (2 X 20%)	40%
Learning Outcomes 2-4: Summative	Draft of Final Paper (15%) Final Research Paper (25%)=total 40%	40%
Learning Outcomes 2-4: Summative	Final Paper	10%
	TOTAL:	100%

Attendance:

1. This course is online synchronous. To receive full points for course participation, you are expected to arrive on time. If for some valid reason you will be unable to attend class or will be late, please notify the instructor.
2. All assignments must be turned in on time in Moodle. If you realize that you will be late in turning in an assignment, speak to your professor early.

Grade Summary:

Grade	Interpretation	Grade Points
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A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Grading Scale (Stovell specific):

A+:95-100

A: 90-94

A-: 86-89

B+: 80-85

B: 76-79

B-: 73-75

C+:70-72

C: 66-69

C- : 63-65

D+ : 60-62

D : 55-59

D- : 50-54

F:0-49

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services

offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.