

BI110-3: Introduction to Scripture for MFT Students
Louisville Presbyterian Theological Seminary
Spring 2020 | Tuesday & Thursday | 1:30pm – 2:50pm
Drs. Carol J. Cook and Tyler Mayfield

Description:

This course provides an introduction to the Bible for students enrolled in the Marriage and Family Therapy program at Louisville Presbyterian Theological Seminary. It is intended to prepare students to be more biblically literate and spiritually competent pastoral care givers and marriage and family therapists in a world in which the Bible continues to be a culturally relevant voice. This course helps students clarify their own hermeneutic and relationship with the Bible and to make meaningful connections between contextual biblical interpretation and the practice of marriage and family therapy. Students will read and interpret selected portions of the Bible for themselves and engage with a variety of alternative perspectives as well as reflect on case studies. They will be introduced to the overlapping yet discrete steps of the hermeneutical circle and cycle of theological reflection. This cycle makes explicit the process of learning how to remain engaged in ongoing and challenging dialogues with their own and others' stories.

Student Learning Outcomes:

After completing this course, students will be able to:

1. Describe the general content and organization of the Christian Bible -- Hebrew Bible/Old Testament and New Testament.
2. Examine a biblical text from at least three critical perspectives: historical, literary, and theological.
3. Articulate their overall hermeneutical approach to the Bible in contrast to alternative approaches.
4. Use a clinically appropriate theological/spiritual framework in the practice of marriage and family therapy [and pastoral care] (MFT SLO5).

Assignments & Evaluation:

Assignments are listed here as summaries of the work required along with their due dates. Students will be given a separate, more detailed handout with grading rubric for most of the assignments below.

1. **Attendance and Class Participation.** (20% of final grade)

Students should come to class each day eagerly ready to discuss the assigned readings. Active participation includes, but is not limited to, activities such as listening carefully to others' presentations and thoughts, taking notes, asking relevant questions, responding to others' comments, and inviting others into the conversation. It does not include dominating a group or class discussion by constant talking. Monitor and vary your forms of participation; introverts will want to speak more than they think necessary; extroverts will want to speak less than they think necessary. Students will be expected to take notes (jot down questions, write up summaries, etc.), while reading the assigned texts outside of class so that they have resources in class to use to speak. [Course Outcome: #3]

2. **Bible Content Assignment.** Due via email by midnight Friday, February 28th. (10% of final grade) [Course Outcome: #1]

Students will read 10 biblical books in their entirety and create a content outline for each book. One line of textual summary per biblical book chapter.

3. **"HLT Reference Sheet"** on Biblical Passage. Due via email by midnight Friday, March 20th. (20% of final grade) [Course Outcome: #2]

Students will create a 2-page reference sheet that addresses 1 historical, 1 literary, and 1 theological issue within a given biblical passage.

4. **God Image / Caregiver Image Assignment.** Due Friday, April 17th. (25% of final grade)

Complete Carolyn Bohler's God Belief Checklist and the God Metaphor Checklist that are available on CAMS. Describe your primary image(s) or metaphor(s) of God. If an image or metaphor is biblical, which biblical texts support it? In addition, choose a metaphor, either from Robert Dykstra's *Images of Pastoral Care: Classic Readings* (on library reserve), another source, or one that you create yourself, that expresses your pastoral identity. Describe how your image(s) of God supports, challenges, or complicates your pastoral identity. [Course Outcome: #3]

5. **Case Write Up Assignment on Suffering, Pain, Death.** Due Friday, May 8th. (25% of final grade)

A guide to write-up will be provided. [Course outcomes: #3 and #4]

Grading Scale

95-100	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-67	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Course Books: (available for purchase and on Library Reserve)

1. [*The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*](#). Edited by Walter Harrelson. Nashville: Abingdon. ISBN: 0687278325.

This study bible includes a standard, scholarly translation (NRSV) and excellent study notes. Please do not use another translation of the Bible for this class. If you are more familiar with another translation, then the NRSV will provide a fresh reading for you.

2. [*Exploring the Bible*](#). By Eric Barreto and Michael Chan. Minneapolis: Fortress, 2016. ISBN: 978-1506401041.

3. [*Grounded in the Living Word: The Old Testament and Pastoral Care Practices*](#). By Denise Dombkowski Hopkins and Michael S. Koppel. Grand Rapids: Eerdmans, 2010. ISBN: 978-0802863683.

In addition to these three books, there will be required readings (articles, book chapters) placed on CAMS.

Course Policies:

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

- American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.
- Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.
- *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy:

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. ***Two or more absences may result in a failing grade in the course.***

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (bherrintonhodge@lpts.edu) during the first few days of the course and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

Use of Inclusive Language:

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of

images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Policy on late work: All written assignments are due on the date given in the syllabus. Assignments submitted late will be penalized in the grading.

Use of electronic devices in class: We ask that we create a time and space to set aside such distractions as email, Facebook, and texting in order to engage our minds and hearts. Do not send or read text messages during class. Cell phones should be silenced and/or turned off and put away. In the event that you have a legitimate need to be accessible during class, you may ask me for an exception to this rule. Laptops should not be used if you cannot trust yourself to restrict your use to note-taking (but have you seen [this study](#)?) and looking at CAMS readings. There is no need to access the Internet during class time. Any misuse of electronic devices during class time, including checking of email or social networking sites, will be grounds for dismissal from the session and will negatively affect the course grade. If you wish to reflect more on the role of technology in our conversations and ability to connect, perhaps start here: <https://nyti.ms/2jAp81D>

COURSE SCHEDULE
INTRODUCTIONS

Thursday, Feb. 6th:

Today's Topics

1. Introductions to class, syllabus, each other

Tuesday, Feb. 11th:

Today's Topics:

1. The Relevance of the Bible in Our Contemporary Culture
2. The Power of Our Stories: Genesis 4

Readings for Today:

Peter Gomes, *The Good Book* (HarperCollins, 1996): 3-24. [CAMS]

Dale Martin, *Sex and the Single Savior* (Louisville: Westminster John Knox Press, 2006): 177-179. [CAMS]

Tyler Mayfield, *The Other Brother: Genesis in a World of Difference*, chapter 2 manuscript [CAMS]

Thursday, Feb. 13th:

Today's Topics:

1. The Relevance of the Bible in Therapy: A Case Study
2. The Power of Biblical Stories: Luke 15

Readings for Today:

The case of Restin from Edward P. Wimberly's *Using Scripture in Pastoral Counseling*. (Nashville: Abingdon Press, 1994): 28-32; 33-53; 130 [CAMS]

Herbert Anderson, "The Bible and Pastoral Care," in *The Bible in Pastoral Practice: Readings in the Place and Function of Scripture in the Church* (Grand Rapids: Eerdmans, 2006): 195-211. [CAMS]

Recommended Readings:

Amy-Jill Levine, *Short Stories by Jesus: The Enigmatic Parables of A Controversial Rabbi* (New York: HarperOne, 2014): 27-37, 48-76. [Library Reserve]

BIBLE CONTENT

Tuesday, Feb. 18th:

Today's Topics:

1. Canons; structure of the Bible
2. What's in the Bible?

Readings for Today:

Barreto and Chan, Chapter 4

Tyler Mayfield, *A Guide to Bible Basics* (Louisville: Westminster John Knox, 2018): 2-5. [CAMS]

Thursday, Feb. 20th:

Today's Topics:

1. Biblical Time Periods

Readings for Today:

Tyler Mayfield, *A Guide to Bible Basics* (Louisville: Westminster John Knox, 2018): 6-8. [CAMS]

Tuesday, Feb. 25th:

Today's Topics:

1. Pentateuch/Torah
2. Prophets

Readings for Today:

Barreto and Chan, Chapters 9 & 11

Johanna W. H. van Wijk-Bos, *Making Wise the Simple: The Torah in Christian Faith and Practice* (Grand Rapids: Eerdmans, 2005): 233-262. [CAMS]

Thursday, Feb. 27th:

Today's Topics:

1. Gospels

Readings for Today:

Barreto and Chan, Chapters 13 & 14

Mark Allan Powell, *Fortress Introduction to the Gospels* (Minneapolis: Fortress, 1998): 1-9. [CAMS]

CRITICAL APPROACHES

Tuesday, March 3rd:

Today's Topics:

Introduction to interpretation/exegesis

HLT: 3 Chairs and a Couch

Readings for Today:

Barreto and Chan, Chapters 1 & 2

Sandra L. Gravett, Karla G. Bohmbach, F. V. Greifenhagen, Donald C. Polaski, *An Introduction to the Hebrew Bible: A Thematic Approach*. (Louisville: Westminster John Knox Press, 2008): 53-77. [Library Reserve]

Thursday, March 5th:

Today's Topics:

Reading the Bible Historically

Ancient family as case study

Reading for Today:

Douglas Knight and Amy-Jill Levine, *The Meaning of the Bible: What the Jewish Scriptures and Christian Old Testament Can Teach Us* (New York: HarperOne, 2011): 3-41. [CAMS]

William P. Brown, *A Handbook to Old Testament Exegesis* (Louisville: WJK Press, 2017): 161-163. [CAMS]

Sandra L. Gravett, Karla G. Bohmbach, F. V. Greifenhagen, Donald C. Polaski, *An Introduction to the Hebrew Bible: A Thematic Approach*. (Louisville: Westminster John Knox Press, 2008): 95-114. [Library Reserve]

Recommended Readings:

For those students with a strong interest in history, the next resource to read is Victor Matthews's *A Brief History of Ancient Israel* (Louisville: Westminster John Knox, 2002).

Tuesday, March 10th:

Today's Topics:

Reading the Bible as Literature

Reading for Today:

William P. Brown, *A Handbook to Old Testament Exegesis* (Louisville: WJK Press, 2017): 63-72, 79-84, 95-99, 103-104, 145-151. [CAMS]

Recommended Readings:

Phyllis Trible, *Rhetorical Criticism: Context, Method, and the Book of Jonah* (Minneapolis: Fortress, 1994): 101-106. [Library Reserve]

William P. Brown, *A Handbook to Old Testament Exegesis* (Louisville: WJK Press, 2017): 63-112, 145-155. [Library Reserve]

Douglas Knight and Amy-Jill Levine, *The Meaning of the Bible: What the Jewish Scriptures and Christian Old Testament Can Teach Us* (New York: HarperOne, 2011): 43-74. [Library Reserve]

Thursday, March 12th:

Today's Topics:

Reading the Bible Theologically

Introduction to contextual biblical scholarship

Readings for Today:

Renita Weems, “Reading Her Way through the Struggle: African American Women and the Bible,” in *Stony the Road We Trod: African American Biblical Interpretation* (ed. Cain Hope Felder; Minneapolis: Fortress, 1991): 57-77. [CAMS]

Mitzi Smith, *Womanist Sass and Talk Back: Social (In)Justice, Intersectionality, and Biblical Interpretation* (Wipf and Stock, 2008): 7-27. [CAMS]

TOPICS

Tuesday, March 24th:

Today’s Topics:

1. Intersections of Pastoral Care and Bible

Readings for Today:

Hopkins & Koppel, Chapter 1, pp. 1-17.

Thursday, March 26th:

Today’s Topics:

1. The Roadmap for Biblical Interpretation
2. Hermeneutical Circle

Readings for Today:

Hopkins and Koppel: Chapter 1, pp. 18-27.

Tuesday, March 31st:

Today’s Topics:

1. Telling Our Stories
2. Listening Well

Readings for Today:

Hopkins & Koppel, Chapter 2

Thursday, April 2nd:

Today's Topics:

1. Storytelling

Readings for Today:

Hopkins & Koppel, Chapter 2

Tuesday, April 7th:

Today's Topics:

1. God Images and Caregiver Images

Readings for Today:

Hopkins and Koppel, Chapter 3

Bohler, Carolyn Jane. "The God Belief" and "The God Metaphor" checklists. In *God the What? What our Metaphors for God Reveal about our Beliefs in God*. Woodstock, VT: Skylight Paths Publishing, 2008, pp. 133-139 [CAMS]; the book is on library reserve.

Selection from Dykstra, Robert C., ed. *Images of Pastoral Care: Classic Readings*. St. Louis, Missouri: Chalice Press, 2005. [Library reserve]

Tuesday, April 14th:

Today's Topics:

1. Life at Ends of the Spectrum: Youth

Readings for Today:

Hopkins & Koppel, Chapter 4

Thursday, April 16th:

Today's Topics:

1. Life at Ends of the Spectrum: Old Age

Readings for Today:

Hopkins & Koppel, Chapter 4

Tuesday, April 21st:

Today's Topics:

1. Pain, Grief, Lament

Readings for Today:

Hopkins & Koppel, Chapter 5

Thursday, April 23rd:

Today's Topics:

1. Pain, Grief, Lament

Readings for Today:

Hopkins & Koppel, Chapter 5

Tuesday, April 28th:

Today's Topics:

1. Contested Narratives
2. Rahab's Story

Readings for Today:

Hopkins & Koppel, Chapter 6, pp.153-185

Thursday, April 30th:

Today's Topics:

1. Forgiveness

Readings for Today:

Hopkins & Koppel, Chapter 6, pp. 186-197

Tuesday, May 5th:

Today's Topics:

1. Covenant Care Community

Readings for Today:

Hopkins & Koppel, Chapter 7

Thursday, May 7th:

Today's Topics:

Wrapping-up