



Course Syllabus
WYB2321H – Joshua-Kings: Promise
and Failure in the Land
Wycliffe College
Toronto School of Theology
Winter 2023

Instructor Information

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Course Identification

Course Number: WYB2321H
Course Format: Asynchronous online.
Course Name: Joshua-Kings: Promise and Failure in the Land
Course Location: Wycliffe College
Class Times: Asynchronous Engagement during January 9-April 6, 2023 Term. **NB:** All times noted in this syllabus are Eastern Time (ie Toronto Time)
Prerequisites: None

Course Description

This course traces Israel's covenant life in the promised land during the time of Joshua, the judges, and the kings and prophets of Israel. From the peoples' entry to the land to their exile from it, the land was the focal point of the faithful expressions and profound failures of covenant life. The characters and events of these books are traced so as to further an understanding of the outworking of God's covenant promises, provide background and preparation for the culmination of that covenant in Jesus Christ, and pose the question of a Christian, biblically-informed response to the gifts and challenges of landed existence today.

Course Resources

Required Course Texts/Bibliography

The textbooks for this course are available through the U of T Bookstore's website, which offers shipping or in-store pickup for physical texts. Enter your UTORid into the Bookstore's textbook tool at https://uoftbookstore.com/buy_textbooks.asp to get a personalized list of all the textbooks for the courses you're enrolled in.

- We will read Walter Brueggemann's classic: *The Land: Place as Gift, Promise, and Challenge in Biblical Faith*. 2nd edition. Fortress, 2002. ISBN-10: 0800634624. Students may also read the original 1977 edition (ISBN-10: 0800615263). Several print (not online) copies of the original are available in the U of T library system. (It is also available through book stores; eg. through Amazon)

as a Kindle edition or as a print-on-demand volume. It is often a volume that shows up in second-hand bookstores).

- The final assignment will use portions of K. K. Yeo and Gene Green, eds., *Theologies of Land: Contested Land, Spatial Justice, and Identity*. Cascade, 2020. Available online in the U of T library system.
- A modern translation of the Old Testament is also required, e.g., the *New Revised Standard Version*, the *New International Version (2011)*, *Tanakh: The New JPS Translation According to the Traditional Hebrew Text*.
- Additional readings as noted on the course outline below; all are posted to Quercus, or available online at the U of T library or elsewhere.

Recommended Books and Resources

- An audio version of the Bible is available for download here: <http://www.bible.is/apps>.
- For help in building your OT library see <http://bestcommentaries.com/>. Great guides to classic commentaries include two older works: Brevard S. Childs, *Old Testament Books for Pastor and Teachers* (Philadelphia: Westminster, 1977) and Charles Spurgeon's *Commenting and Commentaries: A Reference Guide to Book Buying for Pastors, Students, and Christian Workers* (reprint ed.; Grand Rapids: Kregel, 1988).
- Check out another great resource www.bibleodyssey.org
- See further recommended readings in course outline below

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus). Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Learning Objectives/Outcomes

Wycliffe College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

AREA OF OUTCOME		COURSE OUTCOMES By the end of this course, students will	ACHIEVED THROUGH COURSE ELEMENT This outcome will be achieved through these course elements
IN RESPECT OF GENERAL ACADEMIC SKILLS		-critically analyze and evaluate a thesis and its presentation	-course readings; critical book interaction; final reflection project; discussion threads;

		-demonstrate basic-degree-level writing skills	-critical book interaction; final reflection project; discussion threads
		-assess and debate differing viewpoints	-discussion threads; critical interaction
IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES		-identify the content, structure, themes, and canonical role of the corpus Joshua-Kings	-scripture, textbook and additional readings; online lectures; discussion threads
		-evaluate the presentation of God in the corpus	-scripture, textbook and additional readings
IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION		-reflect upon and discuss the role and responsibilities of place and God's gifts for living the Christian life	- critical interaction; discussion threads; final project
IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP		-reflect upon the role of leadership toward community faithfulness	-course lectures, readings, and final project
		-formulate a Christian response to issues of land possession today	-final project

Evaluation

Requirements

- Class Attendance/Log On – while there are no formal class times for this internet-based class, attendance in form of logging on to the class website and fully participating in the class is essential. Just as class attendance for on-campus classes is essential to pass a class, so too full participation in an online class is also critical. Consistent failure to log on or to listen to the lectures may result in a student's failure of the course. Students must listen to at least the introductory lecture, and 9 of the 11 class lectures. Each week's lecture will be broken into 3-4 short segments, posted as Lecture 1.1, 1.2 etc. Listening to all segments is required for each lecture.
- Participation in each of the discussion groups is required and will be engaged on Quercus. Further instructions for this part of the course are provided below.
- Preparation for each class is also expected, and will enrich discussion groups with your colleagues. See the course outline for assigned biblical text, textbook, and additional readings.

- All written assignments are due on their respective due dates by 11:59 pm Eastern Time Zone (ie Toronto time) or as otherwise noted, and submitted on Quercus.
- Plagiarism is a serious offense. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

Anticipated Workload

Interactive Lectures	15 hours	
Reading	30 hours	10%
Learning Cohort Discussions	20 hours	30%
Critical Interaction with <i>The Land</i>	10 hours	25%
Final Summative Paper	20 hours	35%

The final grade for the course will be based on evaluations in four areas:

(1) Reading (10%) – This class anticipates approximately 30 hours of required reading, including reading Joshua-2 Kings in the Bible, and various assigned readings outline on the course schedule. This total includes:

- a. Required Readings on course outline 200 pages = 10 hours
- b. *The Land* by Brueggemann 200 pages = 10 hours
- c. Section of *Theologies of the Land* 50 pages = 2.5 hours
- d. Biblical text 200 pages = 10 hours

Student reading will enable thoughtful engagement with the discussion threads throughout the term, both in making initial posts and responding to those of colleagues. Additionally, weekly readings will build on the lectures and discussion threads to inform overall student learning and the final assignment’s reflection. At the end of the semester, students will be asked to submit a record attesting to the overall percentage of reading and the level of reading thoroughness using the rubric below (see also the Sample Reading Report at the end of this syllabus).

	A	B	C	D	F
Percentage of Reading Completed	100	90-99	80-89	70-79	Less than 70
Level of Reading Thoroughness	Very carefully and thoughtfully	Carefully	Focusing on the main ideas	Skimming	The pages turning in the fan!

(2) Interactive Lectures – one lecture will be released on Monday morning in each of Weeks 1-12 (nothing in Week 7 which is Reading Week). Lectures may include brief student engagement with the biblical text, questions raised for student reflection, or ideas for cohort discussions. Lectures will be released in short (15-20 min) segments and will usually include 3-4 segments per lecture.

(3) Learning Cohort Discussions (30%; all due by 11:59 Eastern Time on the dates below). Students will be placed into small learning cohorts for the semester. In Weeks 1 and 2 (Monday-Sunday), initial posts will be made to introduce yourselves, become familiar with the technology, and provide initial engagement with readings. During Weeks 3-11, four discussions will each span a

2-week period and engage key points of interpretation or questions based on the readings and/or lectures from those two weeks.

In each of these 2-week discussion periods students should:

- (a) Early in each week listen to the lecture, and complete the required readings (recommended readings are optional, but. . . *recommended!*;
- (b) Post during the first week an initial answer (about 200-300 words in length) to the discussion question posted on Monday morning of the first week. Initial answers must be loaded by Sunday, 11:59 pm Eastern Time;
- (c) Post during the second week a response *to at least 2 other students' posts*. These responses should gracefully add additional perspectives, ask questions that probe a classmate's response with additional information for consideration, or indicate additional reasons one might agree with a classmate's post. Ongoing conversations using the same guidelines are encouraged! A student's success will be based upon the quality of participation (see rubric below). All responses must be posted by Sunday, 11:59 pm Eastern Time of the second week.

Week (Monday-Sunday)	Post Due by 11:59 pm Eastern Time on	Post
Week 1, Jan 9-15	Jan 15	Introduce yourself to your cohort! For instance: What is your program? What are your expectations for the course? What is your favourite food, or book, or hobby? Or what else would you like to share? Include a picture if you wish. Feel free to respond to one another!
Week 2, Jan 16-22	Jan 22	Post any questions this week's reading raised for you. Feel free to respond to one another!
Weeks 3-4, 5-6, 8-9, 10-11	Initial answer by Sunday in first of 2 weeks. Responses by Sunday during second week.	A question will be posted on Monday @ 8:00 am. in Weeks 3, 5, 8, and 10.

Learning Cohort Discussion Rubric for Initial Posts and Responses				
Category	D	C	B	A
Completeness of Answer/Response	Addresses none of the questions presented; far too short; nearly all are incomplete	Does not address all of the given questions; shorter in length; several answers are incomplete	Addresses all parts of the questions; respectable length; somewhat complete	Completely addresses all parts of the questions; respectable length; complete response
Delivery of Answer/Response	Utilizes poor spelling and grammar; answers and responses appear "hasty"	Unclear connection to the topic evidenced in minimal expression or ideas; mostly unsubstantiated opinions	Opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to the topic	Expresses substantiated (by readings and lectures) opinions and ideas in a clear and concise manner with obvious connection to the topic
Expression within the Answer/Response	Does not express opinions or ideas clearly; no connection to the topic	Unclear connection to the topic evidenced in minimal expression or ideas; mostly unsubstantiated opinions	Opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to the topic	Expresses substantiated (by readings and lectures) opinion and ideas in a clear and concise manner with obvious connection to the topic
Insight and Depth of Reflection on the Topic	Responses do not deal with or answer the posted question; very superficial reflection on the discussion topic	Reflections minimally answer the posted question; gives answers that merely reflect the lecture's or reading's perspective on the topic	Responses answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology	Responses answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology

- (4) Critical Book Interaction on Brueggemann's *The Land* (25%; due 11:59 pm Sunday, February 26, 2023 on Quercus).** In Week 1, you read one chapter in this volume. Now, finish the volume and prepare a critical book interaction of 5-6 pages typed, double-spaced, 12-point Times New Roman, with 1-inch margins. Use the guidelines for preparing a critical book interaction at the end of this syllabus.
- (5) Final Summative Reflection Paper (35%; due 11:59 pm Thursday, April 6, 2023 on Quercus).** In Yeo and Green (eds), *Theologies of Land*, read the introduction (Brueggemann) and conclusion (Yeo) and the chapter by Mitri Raheb, "The Bible and Land Colonization." In approximately 12 pages (typed, double-spaced, 12-point Times New Roman, 1-inch margins) reflectively engage the course materials to answer the following three questions (about 4 pages each; include an appropriate introduction and conclusion). You are not required to do further research but may find it helpful. All references to course or other readings and resources must be properly footnoted and cited in a bibliography.
- a. From your engagement with the course materials, discuss and reflect upon two key ways that the land contributes to or challenges Israel's covenant life, or plays a key role in the books of Joshua-Kings, illustrating with examples you found particularly illuminating in the Joshua-Kings corpus
 - b. From your reading of Raheb's chapter, reflect on two-three ideas he poses with which you agree or disagree, or found surprising or challenging (and discuss why this is so)
 - c. Given our final lecture's reflection on the land/essness inherent in Christian identity when compared to Israelite identity (as noted in the final lecture in interaction with Christopher Wright), and with reflection on Raheb's work, give some reflection towards

a Christian understanding of the land within your own (Canadian? American? New Zealand? Other?) context of indigenous land claims and/or the entry of immigrants into your national life and/or church.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then one percentage point per day will be deducted. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffcollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1

Week of Jan 9

Topic: The many facets of the land; the “historical books” in canon and scholarship

Reading: Read Joshua-Kings by end of week 2; Brueggemann, “Reflections at the Boundary” in *The Land* (Quercus)

Due: Discussion Post: Introduce yourself

Week 2

Week of Jan 16

Topic: The people and leaders of the history; themes shared and unique

Reading: Finish Joshua-Kings by end of week 2; Oren Martin, *Bound for the Promised Land* ch. 5 (Quercus); Frankel, pp. 1-17 in *The Land of Canaan and the Destiny of Israel* (Quercus); Gordon Matties, “Land: Gifted and Lost,” pp. 440-46 in *Joshua* (BCBC; on Quercus)

Recommended Reading: P. R. Williamson, “Land,” pp. 638-43 in *Dictionary of the Old Testament: Historical Books*. Edited by Bill Arnold and H. G. M. Williamson (available online through U of T library; unlimited access)

Due: Discussion Post: Initial questions raised by the readings

Week 3

Week of Jan 23

Topic: Joshua: The Promise of Land; Obedience and Land; Warfare Violence

Reading: Wright, “What About the Canaanites?” pp. 73-108 (Quercus); Brueggemann, “The God of Joshua... Give or Take the Land” pp. 164-75 (Quercus); Watch the book outline here: <https://bibleproject.com/explore/video/joshua/>

Due: Post Answer for Week Three

Week 4

Week of Jan 30

Topic: Joshua: The Promise of Land; Disobedience and Land

Recommended Reading: Recommended Readings: R. D. Nelson, “Joshua,” pp. 559-62; L. D. Hawk, “Joshua, Book of,” pp. 563-75 in *Dictionary of the Old Testament: Historical Books*. Edited by Bill Arnold and H. G. M. Williamson (available online through U of T library; unlimited access)

Due: Post Responses for Week 4

Week 5

Week of Feb 6

Topic: Judges: The Deepening Cycle of Failure

Readings: Paul House, “The God Who Disciplines and Delivers” pp. 214-26 in *Old Testament Theology* (Quercus); Watch the book outline here:

<https://bibleproject.com/explore/video/judges/>; Phillis Tribble’s classic “An Unnamed Woman: The Extravagance of Violence,” pp. 65-87 in *Texts of Terror*. Several copies in library system; available online at Internet Archive here:

<https://archive.org/details/phyllis-tribble-texts-of-terror/page/n94/mode/2up> Taylor and DeGroot, eds. “The Levite’s Concubine,” pp. 244-58 in *Women of War, Women of Woe*. Online at U of T library (unlimited access)

Due: Post Answer for Week 5

Week 6

Week of Feb 13

Topic: Judges: Is There Hope for a Future King?

Recommended Readings: Recommended Readings: P. E. Satterthwaite, "Judges," pp. 580-92; and L. G. Stone, "Judges, Book of," pp. 592-606 in *Dictionary of the Old Testament: Historical Books*. (available online at U of T library)

Due: Post Responses for Week 6

Week 7

Week of Feb 20

No Class; Reading Week

Reading: Complete Brueggemann's *The Land*

Due: Critical Interaction with Brueggemann's *The Land*. Due 11:59 pm on Sunday, February 26

Week 8

Week of Feb 27

Topic: 1-2 Samuel: The Problem of Kingship

Reading: Watch the book outlines here:

<https://bibleproject.com/explore/video/1-samuel/> and here:

<https://bibleproject.com/explore/video/2-samuel/>; Bruce Birch *et al*, "The Rise of the Monarchy," pp. 215-245 in *A Theological Introduction to the Old Testament*

Due: Post Answer for Week 8

Week 9

Week of Mar 6

Topic: 1-2 Samuel; Saul's Demise and David's Rise; The Problem of Kingship (reprise)

Reading: Routledge, "Kingship in Israel," pp. 225-37 in *OT Theology: A Thematic Approach*. IVP Academic, 2008 (Quercus)

Recommended Reading: K. M. Heim, "Kings and Kingship," pp. 610-23 in *Dictionary of the Old Testament: Historical Books* (available online at U of T library)

Due: Post Responses for Week 9

Week 10

Week of Mar 13

Topic: 1-2 Kings; Hope for a New Future with Solomon?

Reading: Watch the book outline here:

<https://bibleproject.com/explore/video/kings/>; McConville, "Kings, Books of," pp. 623-34 in *Dictionary of the Old Testament: Historical Books*. Edited by Bill Arnold and H. G. M. Williamson (available online through U of T library; unlimited access)

https://librarysearch.library.utoronto.ca/discovery/fulldisplay?docid=alma991106885642706196&context=L&vid=01UTORONTO_INST:UTORONTO&lang=en&search_scope=UTL_AND_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,dictionary%20of%20the%20old%20testament%20historical%20books&offset=0

Due: Post Answer for Week 10

Week 11

Week of Mar 20

Topic: 1-2 Kings: The Land Divided; Israel's exile from the land; Death of Israel (??)

Reading: Wray Beal, "The Theology of 1-2 Kings," pp. 45-58 in *1 & 2 Kings* (Apollos). Available online at U of T library (unlimited access)

Due: Post Responses for Week 11

Week 12

Week of Mar 27

Topic: 1-2 Kings: Renewal of Hope for Israel in the Land; Land and the Christian – a New "Place" of Rest; Land and our World Today

Reading: Intro, Conclusion, and assigned chapter in *Theologies of Land*

Week 13

Week of Apr 3

No Class

Due: Final Summative Reflection Paper by 11:59 pm on Thursday, April 6.

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Sample Reading Report
(see the rubric above for corresponding grade)

Due: April 6, 2023 by 11:59 pm Eastern Time

1. I have read _____ % of the required reading for the course.
2. I have read the required reading (indicate one of the following)
 - a. Very carefully and thoughtfully
 - b. Carefully
 - c. Focusing on the main ideas
 - d. Skimming
 - e. The pages turning in the fan

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How to Prepare a Critical Book Interaction

The following steps will help you prepare a critical interaction with the book. Your interaction should be 5-6 pages (for BD students) or 8 pages (for AD students; see also note #6 below), typed, double-spaced:

1. Begin by citing the author's name, book title, and publication information at the top of the page.
2. A critical interaction *is not* a book review and as such, does not include a chapter-by-chapter summation of the book's contents (I know what is in the book; don't use precious space telling me!). Instead, in a paragraph or two, state the author's thesis (i.e., what is the book arguing, or, what is the book attempting to do?) and the method(s) by which the author seeks to pursue that thesis.
3. A critical interaction *is* your discussion of select **key** issues, arguments, or assumptions that the author brings to the book and explores in its pages. Here, you must interact *critically* with them. That is, you must express (dis)agreement of some of these key ideas, and specifically state the nature of your (dis)agreement. Rather than giving a shopping list of many issues and simply a brief notation of agreement or disagreement, a critical interaction should explore that (dis)agreement. For instance: Why do you (dis)agree? Where is the author's argument flawed or helpful? What are its implications? Etc. Remember that no book is perfect, and rarely without merit, so be sure to express both points of disagreement and agreement with the book.
4. Finally, in a last sentence or two, state the main benefit or disservice you think the book brings to its intended audience.
5. Any reference to the volume can be placed in parenthesis within the body of the text, citing the page number.
6. **NB for AD Students:** you are encouraged but not required to read more broadly on the topic, and may wish to include reference to other such works in your critical interaction. Should you do so, cite these references with footnotes in appropriate style. The focus of the critical interaction is, however, the assigned volume. Reference to other works should be limited to sharpening your critique.