



Course Syllabus
WYB3231H/WYB6231H
The Book of Jeremiah: Pain and
Hope for Troubled Times
Wycliffe College
Toronto School of Theology
Summer 2025

NB: this class has preparatory work due before class begins (read a text and prepare a critical interaction; details in course requirements)

Instructor Information

Instructor: Lissa M. **Wray Beal**, PhD, Professor of Old Testament
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Office Hours: 3:00-4:00 pm ET during course; by appointment otherwise

Course Identification

Course Number: WYB3231H/WYB6231H
Course Format: In-person (BD, AD) and synchronous online available (BD only).
Course Name: The Book of Jeremiah: Pain and Hope for Troubled Times
Course Location: Wycliffe College
Class Times: Monday-Friday, 9:00- 3:00
Prerequisites: None

We wish to acknowledge this land on which Wycliffe College operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and worship on this land.

Course Description

The prophet Jeremiah ministered to disobedient Israel, urging them to return to God, and warning of judgment. The people refused his message and experienced the dislocation and disruption of exile. The book is raw and at times graphic and shocking, and reflects the pain, pathos, and anguish of the prophet, the people, and even God. Yet amidst the darkness of Jeremiah's ministry, the faithfulness of God sustained the prophet and held out to the people the promise of hope. Working closely with the text in its historical, literary, and canonical contexts, and utilizing the insights of trauma studies and readings from the church around the globe and across time, this course attends to the book's message for Jeremiah's contemporaries and compilers, and finds its resonance in our own uncertain times. For any who wrestle with God or seek to find him in difficult times, for any who minister to God's people amidst such challenges, and for any who desire a fuller understanding of God's faithful work with his people, this course will enliven and challenge.

Course Resources

Books Required: (available at U of T libraries [see details below] and most booksellers)

- (AD and BD Students):
 - **NB this volume is required reading for an assignment due before the class begins.** *Jeremiah: Pain and Promise* by Kathleen O'Connor. Fortress Press, 2011. Limited hard copies in U of T libraries; online volume; through booksellers.*

*this online volume allows only one concurrent reader, so please share (as we all learned to do in kindergarten!). Sign in to your library account, access the book, download the reading (or the copyright limit for the day), and then get out of the book so the rest of the class can have access to it. If you can't access the book, wait 15 minutes and then try again.
 - **Recommended additional reading:** *The Theology of Jeremiah: The Book, the Man, the Message* by John Goldingay. IVP Academic, 2021. One hard copy in the U of T libraries; unlimited online access.
 - Additional short daily readings as noted on the course outline below and posted to Quercus
- (AD Students only are also required to read):
 - Jeremiah chapters in *The Prophets and the Apostolic Witness: Reading Isaiah, Jeremiah, and Ezekiel as Christian Scripture*. Edited by Andrew Abernethy et al. InterVarsity Press, 2023. Available online at U of T library; 3 concurrent users possible.
 - **Recommended:** *An Introduction to the Study of Jeremiah* by C. L. Crouch. Bloomsbury/T & T Clark, 2017. Two hard copies in U of T libraries; unlimited access online.

Recommended Books and Resources

- An audio version of the Bible is available for download here: <http://www.bible.is/apps>.
- <https://thebibleproject.com/> This is a crowd-funded project with great video presentations of biblical books and other topics.
- Check out another great resource www.bibleodyssey.org

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 | <ul style="list-style-type: none"> -critically analyze and evaluate a thesis and its presentation -demonstrate basic-degree-level writing skills -develop skill in analyzing primary and secondary research material, devising a thesis and assembling arguments to support it, and interpreting the research data -demonstrate skill in presenting a topic and leading discussion -analyze student presentations and formulate questions in response | <ul style="list-style-type: none"> -preparation of article interactions and final paper -final paper -student seminars |
| IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES | <ul style="list-style-type: none"> -identity the content, structure, and themes of the book of Jeremiah -discuss and debate explanations of Jeremiah's laments, and the insights of trauma theory applied to Jeremiah -identify and evaluate examples of interpretation of select Jeremiah texts throughout history and in the modern era | <ul style="list-style-type: none"> - discussion of readings and lectures; student led discussion of articles, and final research paper -reading and discussion of premodern and modern examples of biblical interpretation |
| IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION | <ul style="list-style-type: none"> -read and analyze a biblical book and suggest ideas for its application for the church today -reflect on the book of Jeremiah, and its presentation of violence and the impact of both on one's personal faith | <ul style="list-style-type: none"> -final paper; reading premodern and modern biblical interpreters -critical interaction assignment, student seminars, course lectures, readings, and discussion; final paper |
| IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP | <ul style="list-style-type: none"> -formulate faithful responses to inquiries posed to student regarding Old Testament violence and modern contexts of trauma experiences | <ul style="list-style-type: none"> -critical interaction and seminar; lectures and readings |

Graduate Level

Each graduate program has detailed statements of "degree level expectations" (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

| GRADUATE "DEGREE LEVEL EXPECTATIONS" | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
|--|--|---|
| <p align="center">EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p> | | |
| <p>1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p> | <p>Students in this course will analyze, research, and discuss the book of Jeremiah to interpret its structure and themes, identify its translational and interpretive challenges, and identify its message for past and present contexts; they will discuss and evaluate different approaches to violence and trauma toward formulating their own approach; they will compare past interpretive approaches to modern approaches to evaluate the benefit(s) of both.</p> | <p>Lectures, discussion groups, seminars, student-led discussion of articles, critical interaction, final paper</p> |
| <p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p> | <p>Students will identify and research a particular passage or issue, appraising and incorporating scholarship towards supporting a proposed thesis; they will organize and communicate their findings in written form; they will identify potential further research directions and connections to the New Testament suggested by their research of the passage</p> | <p>Final Research Paper; critical interaction; student-led discussion of articles</p> |
| <p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p> | <p>Students in this course will prepare an original work of research, analyzing a selected passage (applying any acquired Hebrew skills), engaging and evaluating a breadth of scholarship, and preparing and defending a stated thesis; students will engage Jeremiah commentaries and research from a variety of modern and premodern perspectives</p> | <p>Final research paper; critical interaction; reading commentaries and assigned course readings</p> |
| <p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p> | <p>Students will identify major issues for ongoing research in the book of Jeremiah; students will appraise arguments on the issue of violence and trauma so as to apply that knowledge to preaching/teaching in church contexts, further research, and secular debate</p> | <p>Course lectures and readings; critical interaction; final paper</p> |
| <p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p> | <p>Students will prepare a final research paper that formulates a defensible thesis, assesses a breadth of research, constructs a defensible and measured argument to defend the thesis, and demonstrates AD-level writing skill</p> | <p>Final research paper, interaction with colleagues on readings</p> |

| GRADUATE "DEGREE LEVEL EXPECTATIONS" | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
|--|--|---|
| 6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines. | Students will recognize the ongoing nature of Jeremiah research, its timeliness in contexts of warfare, violence, and trauma, and the interplay of hermeneutics, social location, and ecclesial location necessary to the task | Lectures and course readings and discussion of modern and premodern interpretive approaches, research paper, critical interaction |

Evaluation

Requirements

- Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.
- Preparation for each class is also expected and will enrich in-class discussion and the experience of you and your colleagues. See the course outline for assigned biblical text, textbook, and additional readings. Auditors are encouraged but not required to do the preparatory reading; engaging the reading will enable informed contribution to class discussion.
- All written assignments are due as outlined below 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.

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

Basic Degree Students

(1) **Participation. 10%** – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions and seminars. A rubric for participation is found in the Rubrics module in Quercus.

(2) **Critical Interaction with O'Connor *Pain and Promise*. 25%. Due on Quercus by 9 am on Monday, May 5, 2025.** Using the rubric found in the Rubrics Module, prepare a critical interaction.

(3) **Two sets of Reading Notes. 30% total; 15% each. Due on Quercus by 11:59 pm the night before class.**

(a) Pick and sign up (on Pages Tab) for two articles for discussion during the week.

(b) for those two articles, prepare reading notes of 1-2 pages (typed, single-spaced, 12 point Times New Romans, 1" margins). The notes should state the author's thesis and method of approach in a short paragraph, then provide two critical comments showing your (dis)agreement with the author (and why), and 1-2 questions that arise from the reaching which thoughtfully engage the material and aim to generate class discussion.

(4) **Final Research Paper. 35%. Due on Quercus by 11:59 pm Monday, June 30, 2025.** 3,000-3,500 words (excluding notes, bibliography, title, table of contents), typed in 12-point Times New Roman font and double-spaced with 1" margins. This paper allows you to explore in greater detail a particular text or

topic that arises in the book of Joshua. It is a graduate-level research paper and must show considerable engagement with scholarly, peer-reviewed materials to support your thesis. I have provided a list of potential topics in the Rubrics Module but you are also free to choose your own topic - **Be sure to discuss your idea with me to ensure it is narrowed in scope, engages a suitable methodology for the text/topic in question, and has adequate available materials to support your research.** You can select from a methodology(ies) that will help illuminate the text or topic (eg., exegetical, narrative, historical, comparative, feminist, etc). Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½ page, you can address topics of application for the church today, or connection to the NT.

Graduate Degree Students

(1) Participation. (10%) – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions and seminars. A rubric for participation assessment is found in the Rubrics Module.

(2) **Critical Interaction with O'Connor *Pain and Promise*. 25%. Due on Quercus by 9 am on Monday, May 5, 2025.** Using the rubric found in the Rubrics Module, prepare a critical interaction.

(3) **Hermeneutical Reflections Arising from Reading *Prophets and the Apostolic Witness*. 25%. Due on Quercus by 11:59 pm on Monday, June 1, 2025.** Read the five chapters on Jeremiah in this volume. (Note that for each chapter, the authors were asked to give *minimal* comment on their *method*, but rather to engage directly with the New Covenant passage plus one or two other passages in their discussion. So, to some degree, their hermeneutical convictions are demonstrated rather than stated). After reading the chapters, in approximately 5 pages, reflect on one or two hermeneutical convictions *you* bring to the interpretation of Jeremiah that these chapters have addressed, confirmed, or challenged. Be sure to reflect *critically* on your hermeneutic: for example, why is it important? How does it form other hermeneutical convictions? What is its orientation regarding the NT and how does it conceptualize the NT's influence and relationship to Jeremiah? As this is a personal reflection paper, you can certainly use "I" language in crafting it. You are not required to use additional resources but can do so using correct footnoting and bibliographical citations. You are encouraged to cite the authors in this volume and if so, citation can be in-text with author/page noted.

(4) **Final Research Paper on either (a) the New Covenant passage, Jer 31:31-34 or (b) Jeremiah's lament and God's response, Jer 15:15-21. 40%. Due on Quercus by 11:59 pm Monday, June 30, 2025.** 3,500-4,000 words (excluding notes, bibliography, title, table of contents), typed in 12-point font and double-spaced with one-inch margins. This paper allows you to explore one of two particular texts in the book of Jeremiah and a topic/issue/thesis that arises from that text. It is an AD-level research paper and must show considerable engagement with scholarly, peer-reviewed materials to support your thesis. **Be sure to discuss your idea with me to ensure it is narrowed in scope, engages a suitable methodology for the text/topic in question, and has adequate available materials to support your research.** You can select from a methodology(ies) that will help illuminate the text or topic (eg., exegetical, narrative, historical, comparative, feminist, etc). Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½ page, you can address topics of application for the church today, or connection to the NT. Consider preparing a paper that could then be submitted for a conference, or for publication.

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 |

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

| | | |
|----|----------|--|
| A+ | (90-100) | Profound & creative |
| A | (85-89) | Outstanding |
| A- | (80-84) | Excellent |
| B+ | (77-79) | Very Good |
| B | (73-76) | Good |
| B- | (70-72) | Satisfactory at a post-baccalaureate level |
| FZ | (0-69) | Failure |

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

Policy on Late Assignments and Course Extensions (BD; Nov 2022)

Late Assignments and Extensions (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances (such as medical incapacitation of yourself or an immediate family member, death in the family; NB pleading too much work or other course assignments due will not be considered an exceptional circumstance!) a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept a late assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, 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. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical 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 must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the

initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

Late work (Graduate). AD Students are expected to meet the course deadlines set by the instructor offering the course and are advised to plan their research projects accordingly. Under exceptional circumstances (such as medical incapacitation of yourself or an immediate family member, death in the family; NB pleading too much work or other course assignments due will not be considered an exceptional circumstance!) students may request a short extension within the term, to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept a late assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted.**

Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered. The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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.

Wycliffe Plagiarism Policy (November, 2022)

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. 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* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges
http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor's invitation, a report shall be made to the program director and copied to the Registrar and to the student.
3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor's discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

Use of AI. Use of AI generated material (such as ChatGPT or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

Recording Policy. Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

- Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

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. Assignments must be submitted through Quercus unless otherwise specified.

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

Note: all readings except course texts and those otherwise identified are in the daily modules for this course on Quercus. Come prepared to discuss. Many of the readings have been loaded to the Library Reading List tab in Quercus (accessible to for-credit students).

| Date | Topic | Preparatory Reading: |
|---------|---|----------------------|
| May 5 | A Prophetic Life: <i>Jeremiah's Ministry in the Book</i> Textual focus: chs. 1; 13; 16:1-13; 19; 50-52 | tbd |
| May 6 | The Problem: <i>Broken Covenant</i> Textual focus: ch. 2:1-11:17 | tbd |
| May 7 | The Pain: <i>Prophetic Lament and the Pain of God</i> Textual focus: chs. 11:18-20:18 | tbd |
| May 8 | The People: <i>Interlocutors and Challengers; Partners and Saviors</i> Textual focus: chs. 21, 26-29, 36-45 | tbd |
| May 9 | The Promise: <i>Covenant Renewed</i> Textual focus: chs. 3, 30-33, 36 | tbd |
| June 1 | AD Hermeneutical Reflections Due | |
| June 30 | BD and AD Final Papers Due | |