



## Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

**This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.**

**Class attendance and participation in remote or synchronous online learning classes.** The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at <https://wycliffecollege.ca/remoteteaching>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

### **Notice of video recording and sharing (Download and re-use prohibited)**

*Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.*

### ***Course Identification***

---

Course Number : Course Code WYB5204  
Course Name: Isaiah 40—55: Hebrew Exegesis and Method  
Class Location: Wycliffe College  
Class Day & Time:

### ***Instructor Information***

---

Instructor: Christopher Seitz, PhD Teaching Assistant:  
E-mail: E-mail:  
Office Location:  
Office Hours:

### ***Course Prerequisites or Requisites***

---

German required for Ulrich Berges' Commentary

## *Course Description*

This course will combine close textual and exegetical analysis of the Hebrew Bible (Isaiah) with attention to methodology. These chapters of Isaiah are selected as they model well the transition from early literary-critical to form and redaction-critical exegesis, and newer canonical approaches. The time will be devoted to close reading of the Hebrew text informed by the state of newer commentary treatments and secondary literature.

## *Course Methodology*

---

Lecture, Seminar

## *Course Resources*

---

### Required Course Texts

#### Commentaries

- C. Westermann, Old Testament Library
- K. Baltzer, Hermeneia
- C. Seitz, New Interpreter's Bible
- B.S. Childs, Old Testament Library
- J. Blenkinsopp, Anchor Bible
- J. Goldingay et al., International Critical Commentary
- U. Berges, Jesaja 40—48 (HKAT series)

#### Course Website(s)

- 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>. Students who have trouble accessing Quercus should ask the assistant registrar for further help.

## *Class Schedule*

---

### 1. Introduction

### 2. Isaiah 40

Commentaries; Ackroyd and Clements essays on 36—39

Isaiah 40—55 and the Book of Isaiah

### 3. Isaiah 41

Commentaries; Childs IOTS

Cyrus or Abraham? Former and Latter Things

### 4. Isaiah 42

Commentaries; Clements

Deaf and Blind and Isaiah 6

5. Isaiah 43

Commentaries; B. Duhm; Barstad

Where is this material located (author, audience, work itself)?

6. Isaiah 44

Commentaries; L. Martyn

Former/latter things and OT/NT

7. Isaiah 45

Commentaries; Yeago and Bauckham essays

Philippians and Isaiah

8. Isaiah 48

Commentaries; Childs' Struggle

History of Interpretation

9. Isaiah 49

Commentaries; Wilcox, Paton-Williams

The Servant Israel

10. Isaiah 50, 51, 52:1-12

Commentaries; Seitz in Reconciliation

Daughter Zion; The Servant

11. Isaiah 52:13—53:12

Commentaries; Spieckermann

Isaiah's Suffering Servant

12. Isaiah 54

Commentaries; Beuken

Servants and Third Isaiah

## *Evaluation*

---

### **Requirements**

One major paper (approximately 5,000 words) 50%. One review paper (2500 words) 30%. Class participation 20%. The major paper will engage the present state of scholarship, prudently and fairly evaluate it, and seek to make progress on a fresh reading that is based on this scholarship's insights and limitations.

A shorter review and evaluation of any commentary treatment or essay, indicating 4-5 strengths/distinctives and an evaluation.

### **Grading System**

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

**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.wycliffecollege.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. Course grades may be adjusted where they do not comply with University grading policy or college grading policy.

### ***Course Outcomes***

**Graduate Degree Outcomes.** 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
<b>EXPECTATIONS:</b> <i>In this course students are expected to demonstrate the following:</i>		
<b>1. Depth and Breadth of Knowledge</b> 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.	Students will employ close textual analysis of Isaiah and evaluate interpretative examples through a selection of comenaires, so as to demonstrate knowledge of Hebrew exegetical approaches..	review paper, major paper
<b>2. Research and Scholarship</b> 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.	Students will appraise exegetical approaches in the context of Isaiah and demonstrate a deep knowledge of contemporary interpretive strategies of biblical Hebrew texts so that they would be able to construct a scholarly work such as a book review or lecture on the topic.	Seminar discussion, review paper, major paper

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p><b>3. Level of Application of Knowledge</b> 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>By the end of the course, students will be able to analyze a variety of exegetical approaches in order to appraise past, current, and future interpretive strategies and be able to apply them to Hebrew scripture themselves.</p>	<p>Seminar discussion, review paper, major paper</p>
<p><b>4. Professional Capacity or Autonomy</b> 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><b>5. Level of Communication Skills</b> 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 be able to illustrate the contrasts in exegetical approaches to Hebrew scripture in order to be able to enter scholarly discussion on the topic.</p>	<p>Seminar discussion, major paper</p>
<p><b>6. Awareness of the Limits of Knowledge</b> is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of</p>		

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.		

## *Policies*

---

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. 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 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](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

**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](http://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 should 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.

## ***Bibliography***

---

List here any bibliographic resources that will be helpful to students, both within the course and for further study.

Ackroyd, P. "An Interpretation of the Babylonian Exile," *SJT* 27 (1974) 329-52

\_\_\_\_\_, "Isaiah 36—39: Structure and Function," in Von Kanaan bis Kerala, *AOAT* 211 (1982) 3-21

Barstad, "On the So-Called Babylonian Literary Influence in Second Isaiah," *JSOT* 2 (1987) 90-110

Beuken, W.A.M., "The Main Theme of Trito-Isaiah: 'The Servants of Yahweh,'" *JSOT* 47 (1990)

Clements, R., "The Unity of the Book of Isaiah," *Interpretation* 36 (1982) 117-29

\_\_\_\_\_, "Beyond Tradition-History: Deutero-Isaianic Development of First Isaiah's Themes," *JSOT* 31 (1985) 95-113

Hugenberger, G., "The Servant of the Lord in the 'Servant Songs' of Isaiah," in *The Lord's Anointed* (Grand Rapids: Eerdmans, 1995) 105-39

Melugin, R., *The Formation of Isaiah 40—55* (BZAW 141; Berlin: Walther de Gruyter) 1976.

Seitz, C.R., "The Divine Council: Temporal Transition and New Prophecy in the Book of Isaiah," *JBL* 109 (1990) 229-47

"How is the Prophet Isaiah Present in the Latter Half of the Book?" *JBL* 115 (1996) 219-40

Wilcox, P., and D. Paton Williams, "The Servant Songs in Deutero-Isaiah," *JSOT* 42 (1988)