



## Course Syllabus

# KNB 3383HF – Jeremiah: Judgement & Grace

Knox College, Toronto School of Theology, Fall 2019

For an online description of this course, [click here](#).

### Instructor Information

Instructor:	Dr. Brian P. Irwin, Associate Professor of Old Testament/Hebrew Scripture
Office Location:	Chapel Wing, Upper Level, Knox College
Telephone:	(416) 978-2789
E-mail:	<a href="mailto:brian.irwin@utoronto.ca">brian.irwin@utoronto.ca</a>
Office Hours:	By appointment
Teaching Assistant:	Sarah Yoo ( <a href="mailto:sarah.yoo@mail.utoronto.ca">sarah.yoo@mail.utoronto.ca</a> )

### Course Identification

Course Number:	KNB3383HF
Course Format:	In-class
Course Name:	Jeremiah: Judgement and Grace
Course Location:	Knox College, 23 King's College Circle, Room TBA
Class Times:	Class: Thursdays, 11:00am–1:00 pm
Prerequisites:	None

### A. Course Description and Student Learning Goals

A study of the book of Jeremiah with emphasis on its content, dominant theological themes, and the use of the book in the life of the Church. Attention will also be paid to the role of the prophets in the late-monarchic and exilic eras as well as to the history of interpretation.

The Learning Goals listed below relate to the following areas:

- Understanding of Area Content (**UAC**)
- General Academic Skills (**GAS**)
- Ministerial and Public Leadership (**MPL**)
- Personal and Spiritual Formation (**PSF**)

Upon successfully completing this course, the student will be able to:

- identify the political and historical trends and theological issues that characterised the late monarchic and early exilic periods and how these relate to the book of Jeremiah (**UAC**)
- recognise the various prophetic forms found in the book and judge how each are used to convey the author's message (**UAC**)
- recognise the literary shape of the book of Jeremiah and the message of the final form of the book (**UAC**)
- exercise the basic exegetical skills necessary for interpreting Jeremiah effectively and faithfully for today (**GAS, MPL**)
- lead a small group study (**MPL, PSF**)
- identify the major eras and movements in the history of interpretation as they relate to Jeremiah and will have reflected on his/her own interpretative location (**UAC, PSF**)

- demonstrate the research and writing skills necessary for graduate-level Old Testament study (GAS, PSF)
- demonstrate ethical behaviour, taking responsibility for the expectations of course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups (PSF, MPL)

## B. Course Resources

### Required Texts

Required texts are available at University of Toronto Bookstore online (<https://uoftbookstore.com/textbooks/>) or at the St. George campus location.

- A modern translation of the Bible (e.g. NRSV, RSV, TNIV, NIV, NJPS, NET, or NASB). The NET Bible offers extensive textual notes and is available for use online or as a free download from [www.bible.org](http://www.bible.org). The NJPS (Tanakh) is a translation of the Hebrew Bible by the best in Jewish Biblical scholarship. As such, it provides a helpful complement to any of the standard Christian translations.
- Dearman, J. Andrew. *Jeremiah, Lamentations*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2002.

### Recommended Texts

- Badke, William. *Beyond the Answer Sheet: Academic Success for International Students*. Lincoln, NE: iUniverse, 2003.  
This valuable work explains how the approach to education in North America differs from that common in many other countries. Includes helpful advice on academic expectations, studying, research, writing, avoiding plagiarism, and dealing with professors. This work is highly recommended for all ESL and International students.
- Collins, Billie Jean, Bob Buller, and John F. Kutsko, eds. *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*. 2nd ed. Atlanta, GA: SBL Press, 2014.  
An academic style guide based generally on Turabian and used by the *Journal of Biblical Literature*. Includes extensive lists of abbreviations related to biblical studies. A recommended purchase for those who plan to continue to do advanced work in biblical studies.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago Guides to Writing, Editing, and Publishing, ed. John Grossman and Alice Bennett. 9th ed. Chicago, IL; London: University of Chicago Press, 2018.  
This paperback volume has much in common with the larger *Chicago Manual of Style*, which along with *The SBL Handbook of Style* (above), may be consulted for items that Turabian omits. A recommended purchase for students entering a degree programme.

### Course Website

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>. For help with Quercus, visit: <https://q.utoronto.ca/courses/46670/pages/support>. Students who continue to experience difficulty after consulting online support should contact Knox's head librarian, Joan Pries (joan.pries@utoronto.ca), for further help.

The professor's personal website can be found at: <https://knox.utoronto.ca/dr-brian-irwin/>

## C. Evaluation

The final grade for the course will be based on evaluation in *three* areas:

- **Small Group Study (40%).** Each student will be assigned to a Discussion Group, which will meet *eight* times over the period of the course (see the class schedule below). These groups are designed to lead the student in developing an understanding of how the historical, literary, and theological dimensions of the Old Testament relate to life today. Students will receive a Discussion Group packet including reading and reflection assignments to be completed before the each group meeting. Participation in the group will be assessed through a combination of peer and instructor evaluation. Grading of Small Group Assignments will be based on interaction with the biblical text and degree of insight. Attendance at Discussion Groups is vital. If you miss a Discussion Group session you will receive a grade of zero for that week's assignment. (If you are absent due to serious illness or participation in official seminary functions, you may receive part marks for assignments; talk to the instructor as soon as you are aware of a problem).
- **Final Assignment (Inductive Study or Small Group Studies)(50%).** Students may choose from *either* of the following assignments:
  - i. **Inductive Study.** Using the method discussed in class and drawing on the techniques outlined by Oletta Wald, students shall write a 10–15 page study on the book of Jeremiah. Evaluation will be based on written clarity, degree of insight, literary awareness and appraisal of the text, and ability to follow assignment instructions. A completed Assignment Checklist (see Syllabus Supplement) must accompany your final paper. *Your paper must be submitted both in paper and electronic form and may be submitted to the plagiarism prevention service Turnitin.com.* Due session 12. Details on the course Quercus page.

*or*

  - ii. **Small Group Studies.** Following the format found in *From Word to Life*, prepare a series of *four* small-group Bible studies on passages from Jeremiah to be chosen in consultation with the instructor or the TA. Each study should engage participants in the world of the text and lead them to responsible application in the world of the present. Evaluation will be based on written clarity, degree of insight, and ability to follow assignment instructions. A completed Assignment Checklist (see Syllabus Supplement) must accompany your final paper. *Your paper must be submitted both in paper (in class) and electronic form (via Turnitin.com).*
- **Readings & Participation (10%).** By the final class meeting, students shall be required to submit an e-mail declaration indicating what percentage of the required readings they have completed. This element will also take into account factors such as attendance and participation in class discussions. Due session 12..

**Grading System.** All TST 1000-, 2000-, and 3000-level courses use the numerical grading scale found in section 11.2 of the *Basic Degree Handbook*. A full chart of the grading system and descriptors can be found below in *Section G* of this syllabus (*G. Toronto School of Theology Grading Scale and Standards*).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. The penalty for late work is 4% deducted per week late (2% off per half week). This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty advisor or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistent 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 (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

**Use of Turnitin.com.** Where specified in the syllabus, students will be required to submit their course essays or other major written assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students who have *principled objections* to the use of this service should see the course instructor during the *first two weeks of the course* to arrange an alternative. Typically, this will involve submitting drafts of the assignment at regular intervals throughout the semester. The Turnitin.com service is now integrated into Quercus so that no separate registration is required.

#### **D. Course Policies and Information**

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook. See further, the Syllabus Supplement available from the class Quercus page. In particular, please note the following:

**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.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism Policy:** 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 the Knox Director of Academic Programmes. For details, see the TST Basic Degree Handbook and the Graduate program Handbooks (linked from <https://tinyurl.com/y47hv9ne>) and the University of Toronto Code of Behaviour on Academic Matters (<https://tinyurl.com/y7vrsrhu>). 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://tinyurl.com/y6fzgwtl>.

**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>.

**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 <http://www.utorid.utoronto.ca/>. The course instructor will not be able to help you with this. For help with your UTORid and password or other technological issues the following options are available: email [help.desk@utoronto.ca](mailto:help.desk@utoronto.ca); phone 416-978-HELP; or visit the Help Desk at the Information Commons at Robarts Library.

Students should check utoronto email regularly for messages about the course. Forwarding your utoronto 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.

**Attendance:** Students should be aware that Knox College policy states that 80% attendance at a lecture course is required for credit.

**Use of Technology in Class.** Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class.

Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. *Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.*

## E. Weekly Schedule of Classes, Readings & Assignments

Session 1      Sept. 12      COURSE INTRODUCTION ♦ JEREMIAH IN THE FLOW OF ISRAELITE HISTORY ♦ WORLD OF JEREMIAH (1:1–3)

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Session 2      Sept. 19      STRUCTURE OF JEREMIAH ♦ CALL NARRATIVES ♦ JEREMIAH'S CALL (1:1–19) ♦ CRITICAL APPROACHES TO JEREMIAH



**Readings:** Dearman pp. 19–53

Kroeger, Catherine Clark. "Jeremiah." In *The IVP Women's Bible Commentary*, eds. Catherine Clark Kroeger and Mary J. Evans, 369–390. Downers Grove, IL: InterVarsity, 2002.

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Session 3      Sept. 26      DIVINE LAWSUIT (2:1–3:5) ♦ JUDGEMENT FROM BABYLON (4:5–6:30) ♦ TEMPLE SERMON (7:1–8:3) ♦ BROKEN COVENANT (11:1–17)



**Small Group:** Meeting 1, Orientation to Small Groups



**Readings:** Dearman pp. 54–120

Coulibbaly, Issiaka. "Yahweh and Other Gods" and "Truth, Justice, Reconciliation, and Peace." In *Africa Bible Commentary*, Tokunboh Adeyemo, ed., 861, 875. Nairobi; Grand Rapids, MI: WordAlive; Zondervan, 2006.

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Session 4      Oct. 3      JEREMIAH'S LAMENTS (11:18–12:17) ♦ SYMBOLIC ACT & APPROACHING DOOM (13:1–27) ♦ THE CONFESSIONS (15:10–21; [17:9–10]; 17:12–18; 18:18–23; 20:7–18)



**Small Group:** Meeting 2, "From the womb I have known you"



**Readings:** Dearman pp. 121–80

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Session 5      Oct. 10      Symbolic Actions (18:1–20:6) ♦ Final Lament (20:7–18)



**Small Group:** Meeting 3, “We are safe”



**Readings:** Dearman pp. 181–213

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Session 6      Oct. 17      TRUE VERSUS FALSE PROPHETS (DEUTERONOMY 13, 18 & JEREMIAH 23, 27, & 28) ♦  
BOOK OF CONSOLATION (30–33)



**Small Group:** Meeting 4, “Yet you know me, O Lord”



**Readings:** Dearman pp. 214–307

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Oct. 24      **TST Reading Week – No Class Meeting**

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Session 7      Oct. 31      BIOGRAPHICAL INTERLUDE (34–45)



**Small Group:** Meeting 5, “Do men make their own Gods?”



**Readings:** Dearman pp. 308–22

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Session 8      Nov. 7      SCROLLS OF JEREMIAH (36) ♦ THEORIES OF COMPOSITION



**Small Group:** Meeting 6, “Go down to the Potter’s house”



**Readings:** Dearman pp. 19–41, 323–331

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Session 9      Nov. 14      ORACLES AGAINST THE NATIONS (46–51), PART 1



**Small Group:** Meeting 7, “Woe to the shepherds”



**Readings:** Dearman pp. 331–71

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Session 10      Nov. 21      ORACLES AGAINST THE NATIONS (46–51), PART 2



**Small Group:** Meeting 8, “Seek the Welfare of the City”



**Readings:** Dearman pp. 372–415

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Session 11      Nov. 28      HISTORICAL APPENDIX: THE FALL OF JERUSALEM (52)



**Readings:** Dearman pp. 416–423

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Session 12

Dec. 5

JEREMIAH IN THE NEW TESTAMENT &amp; JUDAISM

**Final Assignment Due (Inductive Study or Small Group Studies)****Readings:** Matt 2:17–18; 16:14; 27:9–10

## F. Select Bibliography

### Commentaries

Bracke, John M. *Jeremiah 1–29*. Westminster Bible Companion. Louisville, KY: Westminster/John Knox, 2000.

Written for a general audience. Introductory material is brief and includes treatment of interpretative approaches and theological themes. Like many others, Bracke sees the final form of the book as the result of a long and complicated process that continued well after Jeremiah's death. Comments on the final form of the text are well informed and application is concise, but appropriate. End matter includes a short bibliography.

Bracke, John M. *Jeremiah 30–52 and Lamentations*. Westminster Bible Companion. Louisville, KY: Westminster/John Knox, 2000.

See comments on Jeremiah 1–29.

Bright, John. *Jeremiah: A New Translation with Introduction and Commentary*. Anchor Bible, 21. 2nd ed. Garden City, NY: Doubleday, 1965.

Generous notes dealing with textual and translation issues accompany the author's own translation. Comments address historical issues and meaning. The series was originally intended as a translation, so many of its volumes do not emphasise theological or interpretative issues. Bright's volume is an exception in this regard. In places, Bright's treatment of the text does not follow the order of the canonical form of the book. Includes a significant introduction dealing with the text, composition, and other critical issues.

Brueggemann, Walter. *A Commentary on Jeremiah: Exile and Homecoming*. Grand Rapids, MI: Eerdmans, 1988.

Carroll, Robert P. *Jeremiah: A Commentary*. Old Testament Library. Philadelphia, PA: Westminster, 1986.

Clements, Ronald E. *Jeremiah*. Interpretation. Atlanta, GA: John Knox, 1988.

A theologically-oriented, non-technical commentary from a mainstream British scholar. No interest in text criticism, historical-critical issues or in questions of contemporary application. Focus is on how the final form of the text would have been received by its original readers. Discussion of introductory issues is brief for a commentary of this size.

Craigie, Peter C. et al. *Jeremiah 1–25*. Word Biblical Commentary, 26. Dallas, TX: Word, 1991.

Craigie had completed work on only the introduction and the first seven chapters of Jeremiah when he died in 1988. The volume was completed by two faculty from Southern Baptist Seminary. The work as a whole shows a thoroughgoing familiarity with the secondary literature and critical issues related to the book. Excellent textual notes supplement the authors' translation. Critical issues are addressed in the section, "Form/Structure/Setting", while verse-by-verse exegetical comments appear in the "Comments" section. General comments on a passage are included under "Explanation".

Dearman, J. Andrew. *Jeremiah, Lamentations*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2002.

This commentary is evangelical in orientation and geared toward a general audience. Significant emphasis is placed upon moving from original meaning to contemporary application. Footnotes apprise the reader of scholarly discussion, background information, and relevant bibliography. A modest, but well-annotated, introduction discusses the expected issues of textual formation and transmission, structure, influence of the book, historical background, and theological emphases. Includes scripture and subject index.

Feinberg, Charles L. "Jeremiah." In *The Expositor's Bible Commentary*, edited by Frank E. Gaebelin. Vol. 6, 355–691. Grand Rapids, MI: Zondervan, 1986.

Based on the NIV text, this commentary by an evangelical, Jewish-Christian scholar is conservative in its approach. A modest introduction addresses the standard categories of background, date, authorship, form and structure, etc. Little attention is given to critical views of composition. Short verse-by-verse comments offer a basic explanation of the text and are generally non-theological in nature. Brief textual notes follow each section.

Fretheim, Terence. *Jeremiah*. Smyth & Helwys Bible Commentary, 15. Macon, GA: Smyth & Helwys, 2002.

A significant new work accessible to those with no knowledge of Hebrew. Includes many helpful illustrations and sidebars. An accompanying CD-ROM contains the text of the commentary in PDF format.

Gosdeck, David M. *Jeremiah, Lamentations*. People's Bible Commentary. St. Louis, MO: Concordia, 1995.

As the series title suggests, this work is written for a lay audience. Introductory material is very slight and there are no footnotes or bibliography. The body of the work features basic explanation of the text and concise application.

Harrison, Roland K. *Jeremiah and Lamentations: An Introduction and Commentary*. Tyndale Old Testament Commentaries, 19. Downers Grove, IL: InterVarsity, 1973.

A concise, conservative commentary featuring basic exposition of the English text with few notes and little theological interest. Introductory material includes a good treatment of historical background plus a critique of older critical views of authorship and date.

Holladay, William L. *Jeremiah 1: A Commentary on the Book of the Prophet Jeremiah Chapters 1–25*. Hermeneia. Philadelphia, PA: Fortress, 1986.

A scholarly work of major importance, this commentary is the product of the author's longstanding interest in Jeremiah. The introduction is brief for a work of this size and focuses primarily on the chronology of the prophet's career. The body of the commentary includes the author's translation, textual notes, and section-by-section comments on structure, form and setting. Explanatory remarks on the text are informed by reference to the original languages, the history of interpretation, and archaeology. Such theological comments as do exist are included in the concluding section on "Aim". Excellent bibliographies are found in the introduction and in each section.

Holladay, William L. *Jeremiah 2: A Commentary on the Book of the Prophet Jeremiah Chapters 26–52*. Hermeneia. Philadelphia, PA: Fortress, 1989.

House, Paul R. *Jeremiah/Lamentations*. Shepherd's Notes. Nashville, TN: Broadman & Holman, 1998.

A concise commentary on Jeremiah and Lamentations directed to a lay audience. Helpful sidebars on historical background and application. Suitable as a supplement for small group studies or personal Bible reading.

Jones, Douglas Rawlinson. *Jeremiah*. New Century Bible Commentary. London; Grand Rapids, MI: Marshall Pickering; Eerdmans, 1992.

Explanatory comments are based on the RSV text, but with frequent reference to the MT and LXX. No significant theological interest. Introductory material includes a detailed critique of McKane's view of composition.



Keil, C. F. *Jeremiah, Lamentations*. Commentary on the Old Testament, ed. David Patrick and James Kennedy, 8. Reprint ed. Grand Rapids, MI: Eerdmans, 1991.

A scholarly commentary from a significant 19th-century conservative German scholar. Although dated, it provides sound exegesis of the text. Like many commentators of his era, Keil is concerned with the character and personality of the prophet. He sees the canonical form of the book as essentially the work of Jeremiah and Baruch.

Keown, Gerald L. et al. *Jeremiah 26–52*. Word Biblical Commentary, 27. Dallas, TX: Word, 1995.

See comments on, Craigie, Peter C. et al. *Jeremiah 1–25*. Word Biblical Commentary, 26. Dallas, TX: Word, 1991.

Kuist, Howard T. *The Book of Jeremiah, The Lamentations of Jeremiah*. Layman's Bible Commentary, 12. Richmond, VA: John Knox, 1960.

A concise commentary geared to a general audience. Comments are restricted to a basic explanation of the text with little emphasis on theological reflection or contemporary application. Introductory material provides a brief, but helpful, treatment of historical background, composition, and structure.

Laha, Robert R., Jr. *Jeremiah*. Interpretation Bible Studies. Louisville, KY: Westminster/John Knox, 2002.

A Bible study guide for the book of Jeremiah. Directed to a lay audience, this guide includes an explanation of selected texts with an emphasis on theological reflection. Sidebars illuminate key terms and historical background and provide bibliography for further reading. Questions for reflection provide a basis for use with a small group. Also suitable as an aid for personal Bible reading.

Martens, Elmer A. *Jeremiah*. Believer's Church Bible Commentary. Scottdale, PA; Kitchener, ON: Herald, 1986.

This commentary series treats the text from an Anabaptist perspective and is geared toward a general audience. The body of the work includes explanatory notes, followed by treatments of the text in biblical context and the life of the church. End matter includes maps, a detailed glossary, and bibliography. Includes a list of resources for teaching the book.

McKane, William. *A Critical and Exegetical Commentary on Jeremiah*. International Critical Commentary. Vol. 1: Introduction and Commentary on Jeremiah I–XXV. 2 vols. Edinburgh: T & T Clark, 1986.

This major work on Jeremiah features an exhaustive treatment of textual, philological, and historical issues with little emphasis on theology. McKane suggests that Jeremiah developed over an extended period of time as existing passages were reinterpreted in a haphazard way in response to ever-new situations. With many others, McKane sees the book as having undergone a Deuteronomic redaction. The canonical form of the book he sees as coming into being during the post-exilic period.

McKane, William. *A Critical and Exegetical Commentary on Jeremiah*. International Critical Commentary. Vol. 2: Commentary on Jeremiah XXVI–LII. 2 vols. Edinburgh: T & T Clark, 1986.

See comments under entry for volume I.

Thompson, J. A. *The Book of Jeremiah*. New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1980.

This major commentary from an evangelical scholar features a conscientious treatment of the MT and good exegetical judgement. The introductory material and the body of the commentary are thoroughly aware of critical issues and are conversant with a wide range of secondary literature.

## Monographs

Friebel, Kelvin G. *Jeremiah's and Ezekiel's Sign-Acts: Rhetorical Nonverbal Communication* Journal for the Study of the Old Testament Supplement Series. Sheffield: Sheffield Academic Press, 1999.

McConville, J. Gordon. *Judgment and Promise: An Interpretation of the Book of Jeremiah*. Winona Lake, IN; Leicester: Eisenbrauns; Apollos, 1993.

Parke-Taylor, Geoffrey H. *The Formation of the Book of Jeremiah, Doublets and Recurring Phrases* Society of Biblical Literature Monograph Series. Atlanta, GA: Society of Biblical Literature, 2000.

### Articles

Brenner, Athalya. "On Prophetic Propaganda and the Politics Of "Love" In *Reflections on Theology and Gender*, 87–107. Kampen: Kok Pharos, 1994.

Callaway, Mary C. "Exegesis as Banquet: Reading Jeremiah with the Rabbis." In *A Gift of God in Due Season: Essays on Scripture and Community in Honor of James A. Sanders*, ed. Richard D Weis and David M Carr, 219–230. Sheffield: Sheffield Academic Press, 1996.

Domeris, W. R. "Jeremiah and the Religion of Canaan." *Old Testament Essays* 7 (1994): 7–20.

King, Philip J. "Jeremiah's Polemic against Idols." *Bible Review* 10, no. 6 (1994): 22–29.

Menken, Martinus J J. "The References to Jeremiah in the Gospel According to Matthew (Matt 2:17, 16:14, 27:9)." *Ephemerides Theologicae Lovanienses* 60, no. 1 (1984): 5–24.

Vriezen, Karel. "Cakes and Figurines: Related Women's Cultic Offerings in Ancient Israel?" In *On Reading Prophetic Texts: Gender-Specific and Related Studies in Memory of Fokkelen Van Dijk-Hemmes*, ed. Bob Becking, Meindert Dijkstra and Rolf Rendtorff, 251–263. Leiden: E.J. Brill, 1996.

### G. Toronto School of Theology Grading Scale and Standards

The following chart presents the standard used for assessment in this course. It is included in the interests of transparency and to assist students in self-appraisal. If you wish to discuss an assignment to be submitted or a grade that has been received, please feel free to make an appointment with the instructor.

Letter Grade	Numerical Value	GPA	Grasp of Subject Matter	Explanation
<b>A Range: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.</b>				
A+	90–100	4.0	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base.
A	85–89	4.0	Outstanding	
A-	80–84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
<b>B Range: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.</b>				
B+	77–79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73–76	3.0	Good	
B-	70–72	2.7	Satisfactory at a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0–69	0	Failure	Failure to meet the above criteria.