

Course Syllabus  
KNB 6930HF – Biblical Hermeneutics and the Meaning of Meaning

Knox College  
Toronto School of Theology  
Winter 2022

### ***1. Instructor Information***

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Instructor: Bradley McLean, PhD, Full Professor  
Office Location: Knox College  
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Office Hours: by appointment (through Zoom)

### ***2. Course Identification***

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Course Number: KNB 3930HF/6930  
Course Format: Seminar  
Course Name: Biblical Hermeneutics and the Meaning of Meaning  
Course Location: Knox College  
Class Times: Tuesdays 9:10-1200

### ***3. Course Description***

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The term 'hermeneutics' is an ancient, pre-philosophical Greek term concerned with the question of what it means to interpret anything, person or event. With respect to interpreting biblical texts, hermeneutical theories construct, in different ways, the author, the reader, the nature of the text, and the relation of the text to the original context and the contemporary world. The purpose of this course is to provide students with the opportunity to explore the hermeneutic theories of Heidegger, Gadamer, Habermas, Ricoeur, Derrida, Foucault, Deleuze and Guattari. This interdisciplinary course integrates aspects of biblical interpretation with philosophical traditions.

Seminar. Class participation, reflection papers, assignments.

### ***4. Required Textbook***

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- B. H. McLean, *Biblical Interpretation and Philosophical Hermeneutics*. New York: Cambridge University Press, 2012.
- All other assigned readings will be distributed through Quercus.

## 5. Course Learning Objectives/Outcomes

BASIC DEGREE LEVEL EXPECTATIONS	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p><b>EXPECTATIONS:</b>  <i>In this course students are expected to demonstrate the following:</i></p>		
<p>1. Level of Application of Knowledge is defined as the ability to produce thoughtful and critical analysis within the context of a seminar.</p>	<p>At a basic level:            1) Demonstrate familiarity with the assigned readings            2) Use appropriate use of the relevant terminology            3) Communicate clearly and reasonably (i.e., your statements are supported by appropriate textual references, and explicit reasoning and not merely assertions)</p>	<p>Question &amp; Observation Papers             Assignments</p>
<p>2. 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.</p>	<p>Demonstrate a basic ability to:            1) relate new knowledge to previously studied ideas and concepts;            2) compare and contrast concepts hermeneutic theories;            3) speculate about implications of a particular theory for textual interpretation.</p>	<p>Question &amp; Observation Papers             Assignments</p>
<p>3. Students will demonstrate the ability to engage in self-directed research topic, to analyze evidence, and produce analysis of source documents, using good organizational and proper research formats.</p>	<p>Discuss the interactions between contemporary cultural contexts and the interpretation of Scripture.</p>	<p><i>Short Research Essay:</i> Each student will submit a final research paper based on his/her seminar presentation (10 pages). This paper is due on the last day of class.</p>

## 6. Evaluation

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

- *Class participation* (10%): Active participation requires that each student be ready to articulate and support his or her own ideas and to respectfully engage the ideas of others.
- *5 Question & Observation (reflection) Papers* (10%): Each student will submit 5 reflection papers (1/2 page in length) listing: 1) One significant question based on the assigned readings; 2) One significant observation based on the assigned readings; 3) A list of any significant terminology that requires clarification in class.
- *6 Assignments* (80%) – 2 pages each

## 7. Weekly Schedule

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*Readings are subject to change at the discretion of the instructor.*

### Unit 1

13 September            *What is hermeneutics?*

- Signification, designation, manifestation, sense (*sens*)
- Revelation as encounter

### Unit 2

20 September            *A Crisis of Historicism/Designation*

- McLean, *Biblical Interpretation*, 55-95.
- Michel Foucault, 'Nietzsche, Genealogy, History', *Language, Counter-memory, Practice: Selected Essays and Interviews*, ed. Donald F. Bouchard, trans. D. F. Bouchard, Sherry Simon (Ithaca, NY: Cornell University Press, 1977), 139-64.
- Assignment A (due 27 September)

#### *Optional*

- Wilhelm Dilthey, 'The Rise of Hermeneutics (1900)', In *Wilhelm Dilthey, Hermeneutics and the Study of History*, ed. Rudolf A. Makkreel, Frithjof Rodi (Princeton, NJ: Princeton University Press, 1996), 235-58.
- Friedrich Nietzsche, *On the Advantage and Disadvantage of History for Life*, trans. Peter Preuss (Hackett Publ. Co. Inc., 1980 [1874]), Preface + §§ 1-3, 7.1-2, pp. 7-22, 38-40.

### Unit 3

27 September      *A Crisis of Romanticism/Manifestation: What is an Author?*

- McLean, *Biblical Interpretation*, 35-54.
- Michel Foucault, 'What Is an Author?', in Ed. Donald F. Bouchard (ed.), *Language, Counter-memory, Practice* (Ithaca, NY: Cornell University Press, 1977), 113-138.
- Roland Barthes, 'The Death of the Author', in *Image- Music-Text*, trans. Stephen Heath (New York: Hill & Wang, 1977), 142-48.
- Assignment B: What is an Author? (due 4 October)

#### Optional

- Friedrich Schleiermacher, 'The Hermeneutics: Outline of the 1819 Lectures', In Ormiston, Gayle L. and Alan D. Schrift (eds), *The Hermeneutic Tradition from Ast to Ricoeur* (Albany: State University of New York Press, 1990), 85-100.

### Unit 4

4 October      *Hermeneutics as Encounter: Martin Heidegger* (BT, div. 1)

- McLean, *Biblical Interpretation*, 99-124.
- Martin Heidegger, *Being and Time*, translated, John Macquarrie and Edward Robinson. (New York, Harper & Row, 1962), §§ 1, 9-10, §§ 15-16, §§ 31-33.
- Q&O 1 (due 18 Oct.)

#### Optional

- John D. Caputo, *Radical Hermeneutics: Repetition, Deconstruction, and the Hermeneutic Project* (Bloomington, Indianapolis: Indiana University Press, 1987), 60-92.
- Michael Gelven, *A Commentary on Heidegger's Being and Time* (New York/London: Harper & Row, 1970) on BT §§ 15-18, 25-27 (pp. 56-61, 71-78).

### Unit 5

11 October      *Temporality* (BT, div. 2) / *Bultmann and Barth debate*

- Martin Heidegger, *Being and Time*, § 32, pp. 142 (from paragraph 4) to 144, § 41, pp. 178-183.
- McLean, *Biblical Interpretation*, 124-156.
- Rudolph Bultmann, 'The Problem of Hermeneutics' [1950], in *Interpreting Faith for the Modern Era* (Collins, 1987), 137-57.
- Assignment C: Heidegger (due 18 October)

#### Optional

- Gelven, *Commentary on BT*, §§ 28-34, 44 (pp. 78-105, 128-36).

## Unit 6

18 October     *Hans-Georg Gadamer: Interpretation as Dialogue*

- McLean, *Biblical Interpretation*, 175-198
- Hans-Georg Gadamer, 'The Universality of the Hermeneutic Problem', in David E. Linge (ed.), *Philosophical Hermeneutics* (Berkeley: University California Press, 1976), 3-17.
- Hans-Georg Gadamer, *Truth and Method*, 2<sup>nd</sup> rev. and trans. Joel Weinscheimer, Donald G. Marshall (New York: Crossroad, 1989), 356-371.
- Q&O 2 (due 25 Oct.)

## Unit 7

25 October             *Habermas's Debate with Gadamer and Ricoeur's Intervention*

- McLean, *Biblical Interpretation*, 199-246.
- Paul Ricoeur, 'Hermeneutics and the Critique of Ideology', in *Hermeneutics and the Human Sciences: Essays on Language, Action and Interpretation*, ed. John B. Thompson (Cambridge: Cambridge University Press, 1981), 63-100.
- Michel Foucault, 'Nietzsche, Freud, Marx', in Gayle L. Ormiston, Alan D. Schrift (eds), *Transforming the Hermeneutic Context* (Albany, NY: SUNY, 1990), 59-67.
- Assignment D: Ricoeur's intervention in the Gadamer-Habermas debate (due 1 Nov.)

### *Optional*

- Paul Ricoeur, *Freud and Philosophy: An Essay on Interpretation*. Trans. Denis Savage (New Haven/London: Yale University Press, 1970), 32-36.
- Jürgen Habermas, 'A Review of Gadamer's Truth and Method', in Gayle L. Ormiston and Alan D. Schrift (eds), *The Hermeneutic Tradition from Ast to Ricoeur* (Albany: State University of New York Press, 1990), 220-41.
- Jürgen Habermas, 'What is Universal Pragmatics?', in *Communication and the Evolution of Society*, Trans. T. McCarthy, (Boston: Beacon Press, 1979), 1-68.

[24-28 October – Reading Week]

## Unit 8

1 November             *Postcolonial Critique: Edward Said, Fernando Segovia*

- Fernando F. Segovia, 'Biblical Criticism and Postcolonial Studies: Toward a Postcolonial Optic', in *The Post-Colonial Bible*, ed. R. S. Sugirtharajah (Sheffield: Sheffield Academic Press, 1998), 49-65.
- Edward Said, *Orientalism* (New York: Vintage Books, 1978), 1-28.
- Assignment E: Edward Said and postcolonial criticism (due 8 Nov.)

*Optional*

- Kwok Pui-lan, *Discovering the Bible in the Non-Biblical World* (New York: Orbis, Mary Knoll, 1995) 71-83.

*Unit 9*

*8 November Ferdinand de Saussure/Heidegger: Signification*

- Ferdinand de Saussure, *Course in General Linguistics*, trans. Roy Harris (Oxford: Duckworth, 1916/1976), 65-70, 110-25.
- Martin Heidegger, 'Letter on Humanism', in *Martin Heidegger: Pathmarks*, trans. Frank A. Capuzzi, ed. William McNeill (Cambridge: Cambridge University Press, 1998 [1949]), 239-76.
- *Key terms*: signifier (*signifiant*) and signified (*signifié*), syntagmatic processes (*signifiante*), paradigmatic processes
- Q&G (due 8 November)

*Unit 10*

*15 November A Crisis of Signification: Jacques Derrida*

- Jacques Derrida, 'Structure, Sign, and Play in the Discourse of the Human Sciences', *Writing and Difference* (Chicago: University of Chicago Press, 1978), 278-93.
- Jacques Derrida, 'Différance', in *Margins of Philosophy*, trans. with notes by Alan Bass (Chicago: University of Chicago Press, 1982), 1-28.
- *Key terms*: 'to differ/defer' (*différer*), 'différance'
- Assignment F: Derrida and the play of meaning (due 22 Nov.)

*Optional*

- Christina Howells, *Derrida: Deconstruction from Phenomenology to Ethics* (Cambridge: Polity Press, 1999), 72-95.

*Unit 11 A Hermeneutics of Encounter*

*22 November The Role of the Interpreter: Judith Butler*

- Judith Butler, 'Giving an Account of Oneself', *Diacritics* 31/4 (2001), 22-40.
- Julia Kristeva, 'Psychoanalysis and the Polis', in W Gayle L. Ormiston, Alan D. Schrift (eds), *Transforming the Hermeneutic Context* (Albany, NY: State University of NY Press, 1990), 89-105.
- Q&O 5 (due 22 Sept.)

*Unit 12*

6 December

*The Exteriority of the Biblical Text: Deleuze & Guattari*

- McLean, *Biblical Interpretation*, 268-301.
- Gilles Deleuze and Félix Guattari, *A Thousand Plateaus: Capitalism and Schizophrenia*, trans. Brian Massumi (Minneapolis: Univ. Minnesota Press, 1987), 3-25.
- Q&O 5 (due 6 Dec.)

*Optional*

- Bradley H. McLean, *Deleuze, Guattari and the Machine in Early Christianity: Schizoanalysis, Affects, and Multiplicity* (London: Bloomsbury Academic Press, 2022).
- Gilles Deleuze, 'Nomad Thought', in James Leigh and Roger McKeon (eds), *Nietzsche's Return: Semiotext(e)*, trans. Jacqueline Wallace (Aux édition de minuit, 1977), III/1, 12-21.
- Gianni Vattimo, *The End of Modernity*, Baltimore: Johns Hopkins University Press, 1991 [1985], 113-180.

A note on class participation

- You should read the assigned readings carefully before class (on Zoom). Be ready to explain your ideas and listen and respond to the ideas of others.
- Active participation requires that each student be ready to articulate and support his or her own ideas and to respectfully engage the ideas of others in group discussion.
- Your participation grade for will reflect the extent to which you make relevant, informed, thoughtful, and clear contributions to the discussions.

## **9. Grading Rubric for Assignments**

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*a) Cogency* (the insight and vitality of the concepts underlying the paper's argument or analysis)

- Strong: the assignment's argument or analysis is insightful and potentially compelling.
- Acceptable: the assignment's argument or analysis is plausible, clear and consistent.
- Weak: the assignment's argument or analysis is implausible, unclear, incomplete, or inconsistent.

*b) Support* (the extent to which the assignment's assertions are supported with examples, evidence, or reasoning which are appropriate)

- Strong: the assignment's argument or analysis receives full support.
- Acceptable: the assignment's argument or analysis receives credible support.
- Weak: the assignment's argument or analysis receives inadequate, unconvincing, or irrelevant support.

*c) Control* (the organizational quality of the assignment, both in terms of its overall structure and of its individual paragraph)

- Strong: the assignment is well-structured; its form at all levels contributes to its purpose.
- Acceptable: the assignment is generally well-structured, with few flaws in its overall organization or its paragraphing,
- Weak: the assignment is poorly structured; organizational flaws undermine its effectiveness.

*d) Addressing the issues* (the extent to which the paper explores the issues set forth in the assignment)

- Strong: the assignment addresses the assignment in depth, thoroughly exploring the complexities of the issue(s).
- Acceptable: the assignment addresses the assignment and recognizes the complexities of the issue(s).
- Weak: the assignment treats the assignment in a superficial, simplistic, or disjointed manner.

*e) Style* (the effectiveness of the assignment's sentence-structure, word choice, and fluency)

- Strong: the sentence-structure, word-choice, fluency, and tone of the paper enhance its effectiveness and reinforce its purpose.
- Acceptable: the sentence-structure, word-choice, fluency, and tone of the paper contribute to its effectiveness and adequately support its purpose.
- Weak: the sentence-structure, word-choice, fluency, and tone of the paper detract from its effectiveness or are inappropriate to its purpose.

*f) Grammar* (the quality of the paper at the surface-level: syntax, grammar, spelling, and punctuation)

- Strong: The assignment is nearly impeccable in its syntax, grammar, spelling, punctuation and format.
- Acceptable: sentence-level errors do not seriously detract from the assignment's effectiveness.
- Weak: Sentence-level errors are so frequent and disruptive as to detract from the assignment's effectiveness.

## ***10. Question and Observation Papers***

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a) The purpose of these Q&O papers is to:

1. clarify key ideas and or terms;
2. seek to relate new knowledge to previously studied ideas and concepts;
3. compare and contrast concepts or hermeneutic theories
4. speculate about implications of a particular theory for textual interpretation.

b) Each 'question & observation' paper should include the following:

1. One significant question you have about the assigned readings;
2. One (brief) significant observation that you have about the assigned readings;
3. A list of significant terminology and vocabulary you do not understand.

*Submit your 'Question & Observation' papers through Quercus.*

*c) Grading Rubric for Question & Observation' papers*

- familiarity with required *and recommended* readings
- thoughtful and relevant contributions
- appropriate use of relevant vocabulary
- clarity and reasonableness

## **12. Course Policies**

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*a) 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.

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

*c) 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*. 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.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/>

<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>

<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

*d) 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>.

*e) 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.

*f) 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.

*g) Penalties for late submission:*

Course work which is handed in late will be penalized according to the following schedule: 2% off per day for up to 3 days (i.e., up to 6%); thereafter, 3% off per day, cumulatively.

*h) Completion of BD Course work:*

All course work (including any late work) must be completed by the end of term, the last day of exams. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered and this must be authorized by the Basic Degree Committee and the Faculty.

*i) Attendance*

Students are required to meet the Knox College Handbook regulation of a minimum of 80% attendance of classes. See the Knox College Basic Degree Handbook 2.2 (<https://knox.utoronto.ca/documents/>). In the case of courses offered via synchronous remote instruction this attendance policy applies with attendance requiring being actively present during instruction. In case of technological failures that interfere with a particular class session the student must contact the instructor to address the attendance lapse. Students who register for a course delivered via synchronous remote instruction are required to ensure access to a stable internet connection with adequate upload and download speeds.