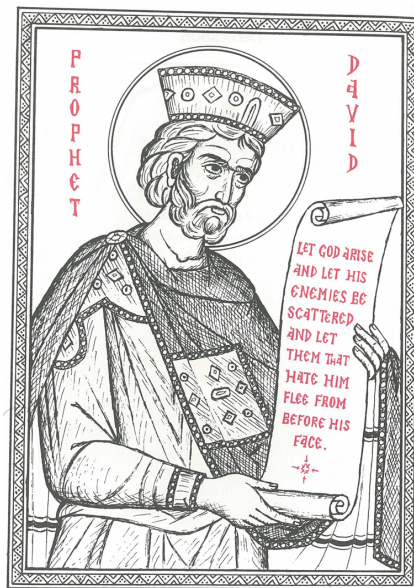# ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE
A Member Institution of the Sydney College of Divinity

B7226A Psalms

Semester One, 2022

Teaching Staff:

Name:	Dr Lydia Gore-Jones
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Consultation times:	by appointment; first contact by email preferred

B7226A Psalms

Semester One, 2022

Unit Weighting:	9 credit points
Pre-requisite unit:	9 cp of Biblical Studies units
Co-requisite units:	None
Units excluded:	B9226 Interpreting the Psalms

Scheduled times and Venues:	On Campus, Wednesdays, 9:30am-12:30pm; or on Zoom

Teaching Staff:	Name:	Lydia Gore-Jones (PhD Macquarie)
	Phone:	0404 224 060
	Email:	lgorejones@sagotc.edu.au

Consultations available by appointment; first contact by email preferred.

Workload:	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study & assignments:	8 hours
	Total Workload/week:	11 hours

Curriculum Objectives

This course unit studies the poetry and prayer in Israel's worship as represented in the Psalter. It examines the Psalter in context of the temple service and aids the development of exegetical skills in the analysis of biblical poetry in general. As an Advanced Elective unit, this unit builds on the interpretive and exegetical skills formed in prerequisite units and forms a part of a major in the Discipline of Biblical Studies.

Learning Outcomes

At the end of this course unit, students should be able to:

1. demonstrate an understanding of how biblical poetry operates and how it shapes the meaning of the Psalms both individually and in groups

2. discuss the relevant historical, cultural and religious contexts of the Psalms

3. exegete selected Psalms from the Psalter

4. access and review recent scholarship on the Psalms and biblical poetry in general

5. Apply their insights on the Psalms to ministry and worship

Learning Activities

The usual pattern for each three-hour session will include

- Lecture, presenting the content of the week's topic

- Associated discussion and note-taking

- Student presentations and contributions

Content

1. The structure of biblical poetry in relation to the Psalms and how it relates to its content

2. The historical, cultural, and religious background to the Psalter and its relationship to temple worship

3. Exegesis of representative Psalms

4. The theology of the Psalms and its development

Weekly Program

Week 1   Introduction to the unit; St Athanasius on the characteristics of the Book of Psalms

Week 2   What kind of book is the Book of Psalms: authorship, structure, genres and major themes

Week 3   Characteristic features of Hebrew poetry

Week 4   Doing exegesis on Psalms: methods and principles

Week 5   Psalms of Praise: Creation and Salvation

Week 6   Psalms of Wisdom and Torah

Week 7   Psalms of Lament: Sin and Suffering

Week 8   Psalms of trust and thanksgiving: Messiah and Eschaton

Week 9   Communal Lament Psalms and Psalms of Ascent: Jerusalem

Week 10   Other Old Testament canticles

Week 11   Psalms in Orthodox worship

Week 12   Gregory of Nyssa on Psalms and Christian spirituality

Learning Resources

Prescribed text:

Bullock, C. Hassell. *Encountering the Book of Psalms: A Literary and Theological Introduction*. 2nd ed. Grand Rapids: Baker, 2018.

Recommended texts:

Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 2011.

Anderson, Bernhard W. with Steven Bishop. *Out of the depths: the Psalms speak for us today.* 3rd rev. ed. Louisville: Westminster John Knox, 2000.

Berlin, Adele. *The Dynamics of Biblical Parallelism.* Rev. & expanded. Grand Rapids: Eerdmans, 2008.

Brown, W. (ed.) *The Oxford Handbook of the Psalms*. Oxford: Oxford University Press, 2014.

Brueggemann, Walter. *From whom no secrets are hid: introducing the Psalms.* Louisville: Westminster John Knox Press, 2014.

Clifford, Richard J. *Psalms 1-72* and *Psalms 73-150.* Nashville: Abingdon Press, 2002, 2003.

Day, John. *Psalms*. London: T. & T. Clark, 2003.

Estes, Daniel. *Handbook on the Wisdom Books and Psalms.* Grand Rapids: Baker Academic Press, 2005.

Fokkelman, Jan P. *Reading Biblical Poetry: An Introductory Guide*. Louisville: Westminster John Knox, 2001.

Gillingham, S. (ed.) *Jewish and Christian Approaches to the Psalms*. Oxford: Oxford University Press, 2013.

Goldingay, John. *Psalms. Vol. I. Pss 1-41; Vol.2. Pss 42-89; Vol.3. Pss 90-150*. Grand Rapids: Baker Academic, 2006-8.

Hunter, Alistair G., *An Introduction to the Psalms*. London: T. & T. Clark, 2007.

Kohlenberger, John R. *The Comparative Psalter: Hebrew-Greek-English*. New York: Oxford University Press, 2007.

McCann, J. Clinton. *Psalms.* Nashville: Abingdon Press, 2011.

Terrien, S. *The Psalms*. Grand Rapids: Eerdmans, 2003.

Zenger, E. (ed.) *The Composition of the Book of Psalms*. Leuven: Peeters, 2010.

Assessment Profile

All students must complete all assessment requirements as set, and conform to Sydney College of Divinity requirements.

Assessment 1:	An essay on a key theme addressed in several different Psalms. [Outcomes 1, 3]
Assessment 2:	An essay that analyses a Psalm (or group of Psalms) with reference made to its historical and religious context. [Outcomes 2, 3, 4]
Assessment 3:	An exegesis of a Psalm by reference both to its time and circumstance and its possible application to contemporary ministry and worship. [Outcomes 3, 5]

Please submit all assignments with a cover sheet as one document, online on the Moodle site.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Tutorial participation	10%	weekly	Outcomes 1, 2, 3, 4, 5
Tutorial paper	20%	April 13	Outcomes 1, 3
In class presentation	30%	May 4	Outcomes 3, 5
Major essay	40%	May 29	Outcomes 2, 3, 4

Detailed information on assessment tasks and assessment standards

1. Tutorial participation (weekly – 10%)

Students are expected to discuss each tutorial topic. Both internal and external students should provide a comment on the weekly tutorial topic briefly (100-200 words would be sufficient) in the online discussion forum. Your response is due by Friday of each following week by 11.00pm. You need to post your answer before you can see the answers of everybody else. You should also discuss the points raised by your fellow students. Your response should draw on the source material set in the topic each week.

Marking Criteria

	High Distinction	Distinction	Credit	Pass	Fail
Use of sources	Offers critical response to source material provided and substantiates response with additional relevant material	Offers critical response to source material provided	Refers to relevant source material provided for topic	Makes reference to some source material, but citation inadequate and/or important examples omitted	Makes no reference to sources provided
Knowledge of subject matter	Introduces new or expanded ideas that reflect high level critical thinking on the topic and demonstrates practical application	Presents or expanded ideas and makes a practical application	Illustrates basic knowledge of topic without applying or expanding idea(s); properly uses discussion vocabulary	Displays only a minimal grasp of the concepts covered	Displays no understanding of the central concepts
Addresses assigned	Directly answers the	Directly answers	Indirectly answers the	References question(s) but	Does not address the

topic	question(s) asked, providing additional insights	the question(s) asked	question(s) asked	does not address it/them	assigned question(s)
Engages with other students	Expands ideas demonstrating high level critical thinking	Offers critical response	Demonstrates basic knowledge of topic without applying or expanding ideas	Offers only superficial response (eg acknowledgement or agreement)	Does not engage with posts by other students

2. Tutorial paper (1,000 words – 20%)

Examine the "Exodus" theme in Psalms 76, 77 and 80 (LXX 75, 76, 79). What aspects of historical memories and poetic images does the Psalmist evoke? How is the theme used to achieve different purposes?

3. In class presentation (10-12 mins – 30%)

Choose one psalm of your preference and present an exegesis to the class. What is the main message of your chosen psalm? How does the psalmist convey his message? What is its relevance to the worship and/or spirituality of Christians today?

Notes:
1. You are required to communicate your preference with your lecturer beforehand. You are also encouraged to consult your lecturer about the content before your presentation.
2. Rehearse and time yourself before the presentation; both under length and over length presentations will be penalised.
3. The oral presentation should be accompanied by some visual aid: e.g. a PowerPoint presentation or equivalent, which is then submitted on Moodle as part of the assessment.
4. Be prepared to answer questions after your presentation; your ability to communicate and respond to questions is part of the assessment.

Grading Criteria for class presentation

Quality of content (20 marks)	Presentation style (10 marks)
▪ Clarity of purpose and structure ▪ Relevance and precision ▪ Depth of analysis ▪ Evidence of independent thought and use of secondary sources ▪ Clarity and accuracy of visual aid	▪ Professionalism, including adherence to time limit ▪ Verbal communication: poise, self-confidence, clarity, enunciation ▪ Non-verbal communication: eye contact, facial expression, body language ▪ Ability to respond to questions and offer further explanation and clarification

4. Major essay (2,000 words – 40%)

Psalm 89 (LXX 88) speaks about God's covenant with David. Should it be interpreted historically or prophetically? Support your answer with a detailed literary analysis of the psalm.

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Course Unit Revision

The material for this course unit was last revised on 24 Jan 2022.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.
Total mark available=50
Penalty: 4 days late = 5% of 50x4 = 10 mark penalty
The student's original mark is 40.
Final mark =40-10=30

Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to section 6.1 in the Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions *(Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others)* amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and	Evidence of highly developed	Evidence of well-developed of	Evidence of developed	Evidence of analytical and	Insufficient evidence of

evaluative skills	analytical and evaluative skills	analytical and evaluative skills	analytical and evaluative skills	evaluative skills	analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills *(Continued on next page)*
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

Online Student Resources

Moodle

St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database

Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: http://sagotc.softlinkhosting.com.au

JSTOR

JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organisation helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: https://guides.jstor.org/how-to-use-jstor/

EBSCOhost Research Platform

EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Detailed video tutorials for navigating and using general content on EBSCO are available here: https://ebsco.libguides.com/home

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link: https://ebsco.libguides.com/ebooks/basics

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html

https://www.adobe.com/au/solutions/ebook/digital-editions/download.html

Oxford Reference Online

Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries*, *Companions*, and *Encyclopedias*.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: https://www.oxfordreference.com/help

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Early Church Texts

The Early Church Texts website gives students access to numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

See the following **video tutorial** for navigating and using Early Church Texts:
https://www.youtube.com/watch?v=Iec6TJ8ajoQ&feature=youtu.be

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: https://studiosity.com/connect/users/pin/new
(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- **Mr Chris Baghos** (Librarian) at library@greekorthodox.org.au or (02) 9549 3105.
- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.