

Course Syllabus
TRT2680 – Salvation Is from the Jews:
Christianity and Judaism in Theological Perspective and Dialogue
Trinity College
Toronto School of Theology
Fall (September to December) 2022

Instructor Information

Instructor: Fr Geoffrey Ready
Office Location: Larkin Building, Office 325
Telephone: (647) 567-8955
E-mail: geoffrey.ready@utoronto.ca
Office Hours: By appointment

Course Identification

Course Number: TRT2680
Course Format: *In-class and Online*
Course Name: Salvation Is from the Jews: Christianity and Judaism in Theological Perspective and Dialogue
Course Location: Larkin Building, Room ____ (*with synchronous and asynchronous online options*)
Class Times: Wednesdays, 7pm to 9pm
Prerequisites: None

Course Description

The relationship between Christianity and Judaism is central to the identity of Christians and the church. Yet for much of the past two millennia, from the “parting of the ways” in the first and second centuries, the story of Christians and Jews has been difficult and troubled, culminating in the tragic events of the 20th century. In the aftermath of the Holocaust, there has been a renewed engagement between the two traditions, and with a proliferation of scholarship and deepening of knowledge of Second Temple Judaism over the last half century, a joint effort has been made by Christians and Jews to correct historical inaccuracies and prejudices and amend theological traditions that had separated Jesus and Paul from their Jewish contexts and driven a hard wedge between communities sharing faith in the one God of Israel. This course will delve into key elements of this new scholarship and rekindled dialogue, enabling students to apply these insights across their theological studies and pastoral practice.

Students will be evaluated on their class participation, a short exegetical paper, a short historical study, and a literature review essay.

Course Resources

All assigned readings, whether chapters from books or articles, will be posted on the course website.

Course Website

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Selected Bibliography

The following bibliography represents a sample of materials from which course resources will be drawn and which students may consult to complete their assignments for the course.

Anderson, Douglas Leslie. *The Book of Rules of Tyconius: An Introduction and Translation with Commentary*. Ann Arbor, MI: Xerox University Microfilms, 1974.

Bauckham, Richard. *Jesus and the God of Israel: God Crucified and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids, MI: Eerdmans, 2008.

Bird, Michael, ed. *Four Views on the Apostle Paul*. Grand Rapids, MI: Zondervan Academic, 2012.

Blackwell, Ben C., John K. Goodrich, and Jaston Maston, eds. *Reading Mark in Context: Jesus and Second Temple Judaism*. Grand Rapids, MI: Zondervan Academic, 2018.

Blackwell, Ben C., John K. Goodrich, and Jaston Maston, eds. *Reading Revelation in Context: John's Apocalypse and Second Temple Judaism*. Grand Rapids, MI: Zondervan Academic, 2019.

Blackwell, Ben C., John K. Goodrich, and Jaston Maston, eds. *Reading Romans in Context: Paul and Second Temple Judaism*. Grand Rapids, MI: Zondervan Academic, 2015.

Boccaccini, Gabriele, and Carlos A. Segovia, eds. *Paul the Jew: Rereading the Apostle as a Figure of Second Temple Judaism*. Minneapolis, MN: Fortress Press, 2016.

Boyarin, Daniel. *Border Lines: The Partition of Judeo-Christianity*. Philadelphia: University of Pennsylvania Press, 2004.

Boyarin, Daniel. *Dying for God: Martyrdom and the Making of Christianity and Judaism*. Stanford, CA: Stanford University Press, 1999.

Boyarin, Daniel. *The Jewish Gospels: The Story of the Jewish Christ*. New York: New Press, 2012.

Boyarin, Daniel. *Sparks of the Logos: Essays in Rabbinic Hermeneutics*. Boston: Brill, 2003.

Brettler, Marc Zvi, and Amy-Jill Levine. *The Bible With and Without Jesus: How Jews and Christians Read the Same Stories Differently*. San Francisco: HarperOne, 2020.

- Brettler, Marc Zvi, and Amy-Jill Levine. *The Jewish Annotated New Testament*. Oxford: Oxford University Press, 2011.
- Childs, Brevard S. *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. Minneapolis, MN: Fortress Press, 1992.
- Daniélou, Jean. *The Theology of Jewish Christianity*. London: Darton, Longman and Todd, 1964.
- De Young, Stephen. *Religion of the Apostles: Orthodox Christianity in the First Century*. Chesterton, IN: Ancient Faith Press, 2021.
- Dimont, Max I. *Jews, God and History*. 2nd ed. New York: Simon and Shuster, 1962.
- Dunn, James D.G., ed. *Jews and Christians: The Parting of the Ways AD 70 to 135*. Grand Rapids, MI: Eerdmans, 1999.
- Eisenbaum, Pamela. *Paul Was Not a Christian*. San Francisco: HarperOne, 2009.
- Frederiksen, Paula. *Augustine and the Jews: A Christian Defense of Jews and Judaism*. New Haven, CT: Yale University Press, 2008.
- Frederiksen, Paula. *Jesus of Nazareth, King of the Jews: A Jewish Life and the Emergence of Christianity*. New York: Vintage Books, 1999.
- Frederiksen, Paula. *Paul: The Pagans' Apostle*. New Haven, CT: Yale University Press, 2017.
- Frederiksen, Paula. *When Christians Were Jews: The First Generation*. New Haven, CT: Yale University Press, 2018.
- Frymer-Kensky, Tikva, David Novak, Peter Ochs, David Fox Sandmel, and Michael A. Signer. *Christianity in Jewish Terms*. Boulder, CO: Westview Press, 2000.
- Gillet, Lev. *Communion in the Messiah: Studies in the Relationship Between Judaism and Christianity*. Eugene, OR: Wipf and Stock, 1999. First published 1942.
- Goldberg, Sol, Scott Ury, and Kalman Weiser, eds. *Key Concepts in the Study of Antisemitism*. London, UK: Palgrave MacMillan, 2021.
- Harvey, Susan Ashbrook, David G. Hunter, eds. *The Oxford Handbook of Early Christian Studies*. Oxford: Oxford University Press, 2008.
- Heschel, Abraham Joshua. *God in Search of Man: A Philosophy of Judaism*. New York: Harper, 1955.
- Heschel, Abraham Joshua. *Man Is Not Alone: A Philosophy of Religion*. New York: Farrar, Straus, and Giroux, 1951.
- Johnson, Paul. *A History of the Jews*. New York: Harper and Row, 1990.
- Kessler, Edward, and Neil Wenborn, eds. *A Dictionary of Jewish-Christian Relations*. Cambridge: Cambridge University Press, 2005.
- Kinzer, Mark S. *Searching Her Own Mystery: Nostra Aetate, the Jewish People, and the Identity of the Church*. Eugene, OR: Cascade Books, 2015.

- Levenson, Jon D. *The Death and Resurrection of the Beloved Son: The Transformation of Child Sacrifice in Judaism and Christianity*. New Haven, CT: Yale University Press, 1993.
- Levenson, Jon D. *Resurrection and the Restoration of Israel: The Ultimate Victory of the God of Life*. New Haven, CT: Yale University Press, 2006.
- Levenson, Jon D., and Kevin J. Madigan. *Resurrection: The Power of God for Christians and Jews*. New Haven, CT: Yale University Press, 1985.
- Levering, Matthew. *Jewish-Christian Dialogue and the Life of Wisdom: Engagements with the Theology of David Novak*. New York: Continuum, 2010.
- Levine, Amy-Jill. *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus*. San Francisco: HarperOne, 1979.
- Levine, Amy-Jill. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*. San Francisco: HarperOne, 2014.
- Levine, Amy-Jill, Dale C. Allison Jr, and John Dominic Crossan, eds. *The Historical Jesus in Context*. Princeton, NJ: Princeton University Press, 2006.
- Longenecker, Richard N. *The Christology of Early Jewish Christianity*. London: SCM Press, 1970.
- Lustiger, Cardinal Jean-Marie. *The Promise*. Grand Rapids, MI: Eerdmans, 2007. (Originally in French: *La Promesse*. Paris: Editions Parole et Silence, 2002.)
- Magness, Jodi. *Stone and Dung, Oil and Spit: Jewish Daily Life in the Time of Jesus*. Grand Rapids, MI: Eerdmans, 2011.
- Nanos, Mark D. *Reading Romans within Judaism: The Collected Essays of Mark D. Nanos, Vol 2*. Eugene, OR: Cascade Books, 2018.
- Nanos, Mark D., and Magnus Zetterholm, eds. *Paul within Judaism: Restoring the First-Century Context to the Apostle*. Minneapolis, MN: Fortress Press, 2015.
- Novak, David. *The Election of Israel: The Idea of the Chosen People*. Cambridge: Cambridge University Press, 1995.
- Novak, David. *Jewish-Christian Dialogue: A Jewish Justification*. Oxford: Oxford University Press, 1989.
- Novak, David. *Talking with Christians: Musings of a Jewish Theologian*. Grand Rapids, MI: Eerdmans, 2005.
- Palmisano, Joseph Redfield. *Beyond the Walls: Abraham Joshua Heschel and Edith Stein on the Significance of Empathy for Jewish-Christian Dialogue*. Oxford: Oxford University Press, 2012.
- Schäfer, Peter. *The Jewish Jesus: How Judaism and Christianity Shaped Each Other*. Princeton, NJ: Princeton University Press, 2012.
- Schama, Simon. *The Story of the Jews: Finding the Words 1000BC-1492AD*. New York: Ecco, 2014.
- Schama, Simon. *The Story of the Jews, vol 2: Belonging 1492-1900*. New York: Ecco, 2020.

Schoeman, Roy H. *Salvation Is from the Jews: The Role of Judaism in Salvation History from Abraham to the Second Coming*. San Francisco: Ignatius Press, 2003.

Stern, David, ed. *The Anthology in Jewish Literature*. Oxford: Oxford University Press, 2004.

Waltke, Bruce, and James M. Houston. *The Psalms as Christian Worship: A Historical Commentary*. Grand Rapids, MI: Eerdmans, 2010.

Werblowsky, R.J. Zwi, and Geoffrey Wigoder, eds. *The Oxford Dictionary of the Jewish Religion*. Oxford: Oxford University Press, 1997.

Witherington, Ben. *Torah Old and New: Exegesis, Intertextuality, and Hermeneutics*. Minneapolis, MN: Fortress Press, 2018.

Witherington, Ben. *A Week in the Fall of Jerusalem*. Downers Grove, IL: IVP Academic, 2017.

Wyschogrod, Michael. *Abraham's Promise: Judaism and Jewish-Christian Relations*. Grand Rapids, MI: Eerdmans, 2004.

Course Learning Objectives/Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes.

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- to work with both primary and secondary sources and to gather, analyse and prepare materials for reflection and engaged class discussion
- to write an exegetical paper comparing different contexts and points of view
- to write a historical study interpreting a specific primary source text or artifact
- to write a literature review essay

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

- to describe key points and themes in the overall history and narrative self-understanding of the Jewish people
- to define the perennial problems and roots of anti-Judaism and antisemitism
- to discuss, analyse and evaluate recent scholarship and deepened understanding concerning elements of Second Temple Judaism, Christ and Paul within Judaism, and the “parting of the ways” between Christianity and rabbinic Judaism
- to critically apply insights gleaned from this scholarship to aspects of theological studies, including Biblical exegesis, church history, dogmatic theology, liturgical worship, and pastoral practice
- to develop and articulate a generous Christian theological perspective on Jews and Judaism

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- to manage their own learning
- to demonstrate behaviour consistent with academic integrity and social responsibility

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- to demonstrate qualities and skills necessary for ministry, further study, and community involvement
- to exercise initiative, personal responsibility, and accountability in both personal and group contexts
- to work effectively with others

Evaluation

Requirements

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

1. *Class Participation (20%)*: students will be evaluated on their overall class attendance and participation in class discussions on the weekly required readings. *Online students will participate via online activities and discussion forums on the course portal.*
2. *Short Exegetical Paper (20%)*: students will choose any short passage from the Old or New Testament and write an exegetical essay (no more than 1,000 words in length) informed by insights from new scholarship around Second Temple Judaism and renewed Jewish-Christian dialogue – **due in week 7**
3. *Short Historical Study (20%)*: students will choose a primary text or artifact from any time period in the history of Judaism and the Jewish people (or the history of Jewish-Christian relations) and write an interpretive historical study (no more than 1,000 words in length) – **due in week 10**
4. *Literature Review Essay (40%)*: students will choose from the course bibliography and from their own research a mix of scholarly books and articles (approximately 500 pages in total) on one of the main themes of the course and write a thesis-driven review of the literature they have chosen (essay to be no more than 2,000 words in length) – **due at the end of the exam period**

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
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 RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
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

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

Late work. Basic Degree students are expected to hand in assignments by the date given in the course outline. A 2% per day penalty applies (up to a maximum of 20%) for late work. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser 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. 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.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.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* and the Graduate program Handbooks (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/AssetFactory.aspx?did=4871>). 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 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>.

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. 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.

Anti-harassment policy. As we all adjust to online classes and lectures, and increasingly participate in virtual learning environments, students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not

condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T's online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.

The University of Toronto's Equity Offices remain available to students to provide support on equity issues that arise as a result of COVID-19. Students are encouraged to support one another and the University's commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct.

Course Schedule

Week 1 – Course Introduction

- Course methodology and expectations
- The Lord's prayer as a quintessential Jewish prayer
- Christianity and anti-Judaism – defining the problem

Week 2 – Jesus the Jew

- Jesus, the faithful, Torah-observant Jew
- Jesus as Jewish teacher with Jewish disciples
- Jesus, Pharisees, Sadducees, and Zealots in the Synoptic Gospels
- Galileans and Judaeans in the Gospel of John
- Jewish feasts and themes in the structure and proclamation of the gospel of Jesus

Week 3 – The Religion of the Apostles: Narrative Theologies of Second Temple Judaism

- Apostles of the messiah
- Messianic age and expectation – in the texts of the Old Testament (Hebrew and expanded Septuagint canon), pseudepigrapha, and the traditions and writings of the eventual Talmud
- Symbolic theology of Second Temple Judaism – language of incarnation and spirit
- Divine council and spiritual powers
- Creation and new creation
- God’s people Israel and the nations
- Covenantal nomism

Week 4 – Paul within Judaism

- Paul and his interpreters through the ages
- “New Perspective” on Paul and the reshaping of Christian understandings of Judaism
- “Radical Perspective” on Paul – the apostle firmly rooted *within* Judaism
- Paul, the faithful, Torah-observant Jew
- Key passages in the Pauline letters, with a focus on Romans 9-11
- Judaism in other New Testament writers, especially James

Week 5 – The Parting of the Ways: Rabbinic Judaism and Patristic Christianity

- From the destruction of the Temple (70 CE) to the expulsion of Jews from Palestine (135 CE)
- Failed two-track system for Jewish and gentile Christians
- Key moments in the development of Rabbinic Judaism
- Development of anti-Jewish polemic

Week 6 – Typology Bad and Good: Augustine, Faustus, and the *Rules* of Tyconius

- Bad typology and the undermining of historic Israel
- Marcion and the early patristic response
- Augustine, Faustus and anti-Judaism
- *Rules* of Tyconius as a guide to good typology
- Evaluation of the depiction of Jews in early Christian liturgical texts

Week 7 – Story of the Jews: Key Moments in Narrative Self-Understanding

- **Short exegetical paper due**
- Jewish guest speaker [TBD]
- Defining moments in the ongoing story of the Jewish people within an overall historical account from Jewish perspective

Week 8 – Encounters Bad and Good: Jews and Christians on the Shared and Divided Road of History

- Crises, tragedies, and occasional highlights in the historical relationship of Jews and Christians
- Foundations of antisemitism and persecution of Jews
- The long road to the Shoah (Holocaust), and its more immediate causes

Week 9 – The Shoah (Holocaust): Disaster and Theological Aftermath

- How Jews understand and are shaped today by the Shoah
- Key post-Holocaust Jewish theologians and thinkers
- Vatican II and *Nostra Aetate*

Week 10 – Towards a Truer and More Faithful Christian Theology of Israel

- **Short historical study due**
- Witness of Cardinal Jean-Marie Lustiger, Monk Lev Gillet, et al.
- Drawing key theological insights together into an integrated Christian theology of Israel that is faithful to the Biblical narrative and significance of God's chosen people

Week 11 – Renewed Encounters and Dialogue: What Christians Should Know about Jews Today

- Jewish guest speaker [TBD]
- The diverse lives of Jewish people in community and Canadian society today
- Return and rise of antisemitism
- Challenges and opportunities for a renewal of Jewish-Christian dialogue

Week 12 – Course Review and Liturgical Case Study

- Review of main course themes
- Liturgical case study: revisiting and reforming Byzantine Rite liturgical texts (in the *Lenten Triodion* and *Octoechos*)

Literature review essay due at the end of the exam period.

Please note that this syllabus is subject to change in accordance with the regulations in the TST *Basic Degree Handbook*.