BIBL 5210 OLD TESTAMENT 1:
PENTATEUCH AND INTERPRETATION
Genesis, Exodus, Leviticus, Numbers and Deuteronomy
North Park Theological Seminary Course Syllabus
Fall 2019, 3 Credit Hours
Tuesdays and Thursdays, 9:30 am – 10:45 am

INSTRUCTOR INFORMATION
J. Nathan Clayton, PhD, Old Testament Teaching Fellow
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Office location: Nyvall 26
Office phone: (773) 244-5266; cell phone: (847) 971-4544

COURSE DESCRIPTION
OT1 is a graduate-level seminary course on the basic theological literature of the Hebrew Bible. We will use English translations. This course investigates the over-arching narrative content of the first five books of the Old Testament known as the Torah and as the Pentateuch (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). It also provides an overview of the main strategies for interpreting these books (hermeneutics) and the varied commitments behind each approach. The approach to the five books is both canonical and historical, so it covers the theology of the texts as well as their most prominent interpretive settings in Israel’s history. Attention will be given to cultural backgrounds, critical problems, and literary genres as they aid interpretation of specific texts. The primary goal is to prepare students to appreciate, interpret, and teach from these books within the ministries of the Church.

The power and passion of the narratives and laws we will read are essential parts of the Scripture to which 2 Timothy 3:16 refers. As such, affirming the Pentateuch as the foundation of God’s revealed and authoritative Word is a key value in the approach of this course.

TEXTS
Required:
An English Bible. You may choose your preferred English version. I usually read from the NIV and/or the ESV in class.

A select number of essays and articles (which will be available on Canvas by the start of the course):
  George V. Pixley and Clodovis Boff, “A Latin American Perspective: The Option of the Poor in the Old Testament”
  Cyris H. S. Moon, “A Korean Minjung Perspective: The Hebrews and the Exodus”
  Robert Allen Warrior, “A Native American Perspective: Canaanites, Cowboys and Indians.”
2 articles on the interpretation of Genesis 1:

J. Maxwell Miller, “Reading the Bible Historically: The Historian’s Approach”
Patricia K. Tull, “Rhetorical Criticism and Intertextuality”
Edgar V. McNight, “Reader-Response Criticism”

Chapter 3: “Knowing About the History of Israel”
Chapter 6: “Before the Land”

Chapter 1: “‘Literary Competence’ and Genre-Recognition”
Chapter 13: “The Reader in the Text”


*Helpful:*
Bibliographic Note: as the course progresses, during the lectures, the instructor will introduce students to a variety of published works germane to the study of the Pentateuch (including helpful commentaries for each of the 5 books).

LEARNING OUTCOMES
The major North Park Theological Seminary degree learning outcomes this course intends to address are:
MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”
MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”
MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”
MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

IDEA OBJECTIVES
North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our courses. The overarching IDEA objectives for this course are as follows:

COURSE OBJECTIVES
1. Students will learn to recognize, recall and identify: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, (d) the basic people, places and events and (e) the major interpretive issues of the five books of the Pentateuch by working through a midterm exam study guide and a final exam study guide.

2. Students will describe, summarize, and explain the key exegetical issues and the principle scholarly views of a select text from the Pentateuch by preparing an effective presentation.

3. Students will write responses to the weekly readings, applying them to their present ministry setting.

4. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on a key text in the Pentateuch

5. By means of a written assignment, students will (a) evaluate and (b) briefly articulate their own position on contrasting scholarly perspectives on a key text in the Pentateuch.

COURSE ASSESSMENTS IN BRIEF
The specific course objectives noted above will be assessed through the following assessment methods:

1. Midterm Exam and Final Exam: students will take a midterm exam, covering the lecture material from the first half of the course, and a final exam, covering the lecture material from the second half of the course (so, the final is not comprehensive).
Both of these exams will test the students’ knowledge of: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, and (d) the major interpretive issues of the five books of the Pentateuch.

A detailed study guide for both exams will be provided.

[Course Objective 1, Knowledge]

2. Class Presentation: in close consultation with the instructor, each student will pick one biblical passage of interest from the Pentateuch and will study the main exegetical issues and the key scholarly views related to the chosen passage. Each student will then share the results of this research through a class presentation.

The purpose of this presentation is to develop the student’s ability to gain comprehension of the key interpretive issues for a given passage in the Pentateuch.

[Course Objective 2, Comprehension]

3. Reading Journal: for the readings assigned for each course session, students will write a 250-300 word response, highlighting some salient points from the readings and applying them directly to the students’ current ministry context. The purpose of this assignment is to enable students to apply some of the key issues raised in their reading on the Pentateuch to their various ministry settings.

The first half of the reading journal will be due at the time of the midterm exam and the second half of the reading journal will be due at the time of the final exam.

[Course Objective 3, Application]

5. Critical Analysis Paper: based on a detailed reading of the articles by Classens and Reichenbach listed in the bibliography above, students will write a critical analysis paper that (1) carefully analyzes and synthesizes the contrasting perspectives on the interpretation of Genesis 1 evidenced by these two authors, and that (2) evaluates the position of each author and also briefly demonstrates the position taken by the student.

[Course Objectives 4 & 5, Analysis, Synthesis and Evaluation]

GRADING
The final grade for this course will be computed according to the following percentages:

1. Midterm Exam: 20%
2. Final Exam: 20%
3. Class presentation: 10%

4. Reading Journal: 20%
5. Critical Analysis Paper: 20%

Late written assignments will be marked down by 2% per day, late readings cannot be made up for credit.

The North Park Theological Seminary grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
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<tr>
<td>B+</td>
<td>91-92</td>
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<tr>
<td>B</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
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<tr>
<td>C+</td>
<td>84-85</td>
</tr>
<tr>
<td>C</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>76-77</td>
</tr>
<tr>
<td>D</td>
<td>72-75</td>
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<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
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</table>
COURSE ASSESSMENTS IN DETAIL:

1. Midterm Exam and Final Exam:
   a. Midterm Exam: 20% of final grade
      • A midterm exam study guide will be given on Tuesday, October 1.
      • Students should complete the study guide by Tuesday, October 8.
      • The study guide will cover the lecture material, and some key issues from the readings, from the first half of the course: *hermeneutics, overview of the Pentateuch and Genesis*.
      • The midterm exam will be given in class on Thursday, October 10; out of 100 points.
      • The midterm exam will consist of two sections: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) an essay section, 50%: students will choose to write on one text from Genesis, from a choice of several given, by responding to specific questions in an essay format. The essay should be handwritten, 5-6 pages in a “Blue book,” and a non-study Bible is allowed for this section of the exam.

   b. Final Exam: 20% of final grade
      • A final exam study guide will be given on Thursday, November 21.
      • Students should complete the study guide by Tuesday, December 10.
      • The study guide will cover the lecture material, and some key issues from the readings, from the second half of the course: *Exodus, Leviticus, Numbers and Deuteronomy*.
      • The final exam will be given in class on Thursday, December 12 (exact time TBA).
      • The final exam will consist of two sections: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) an essay section, 50%: students will choose to write on one text from Exodus-Deuteronomy, from a choice of several given, by responding to specific questions in an essay format. The essay should be handwritten, 5-6 pages in a “Blue book,” and a non-study Bible is allowed for this section of the exam.

c. Grading rubrics:

| Quiz Grading Rubric for Objective Section of Midterm and Final Exams (50 points total) |
|---------------------------------|---------------------------------|----------------------------|-----------------------------------|
| Points earned                  | 45-50 points                    | 40-44 points                | 35-39 points                      | 34 points and below               |
| Passing/Non-Passing Levels     | Excellent                       | Good                        | Passing                           | Not passing                       |
## Quiz Grading Rubric for Essay Section of Midterm and Final Exams (50 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the essay written clearly, with good grammar, spelling and organization?</td>
<td>8-10 pts, Yes, completely, 6-7 pts, Yes, mostly, 1-5 pts, Only partially, 0 pts, No</td>
<td>10</td>
</tr>
<tr>
<td>Does the essay address the relevant contextual elements of the passage?</td>
<td>8-10 pts, Yes, completely, 6-7 pts, Yes, mostly, 1-5 pts, Only partially, 0 pts, No</td>
<td>10</td>
</tr>
<tr>
<td>Does the essay identify the key theme of the passage and the literary development of this key theme?</td>
<td>8-10 pts, Yes, completely, 6-7 pts, Yes, mostly, 1-5 pts, Only partially, 0 pts, No</td>
<td>10</td>
</tr>
<tr>
<td>Does the essay effectively address how the passage fits into its larger OT book?</td>
<td>8-10 pts, Yes, completely, 6-7 pts, Yes, mostly, 1-5 pts, Only partially, 0 pts, No</td>
<td>10</td>
</tr>
<tr>
<td>Does the essay effectively address how the passage connects to at least one or two broader biblical themes?</td>
<td>8-10 pts, Yes, two themes are addressed, 6-7 pts, Only one theme is addressed, 1-5 pts, Only one theme is addressed partially, 0 pts, No</td>
<td>10</td>
</tr>
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### 2. Class Presentation: 10% of final grade

**a. Due dates:**

- In close consultation with the instructor, each student needs to **choose** their biblical passage from the Pentateuch by **Tuesday, October 29**.

- All of the class presentations will be done on **Thursday, November 11** during the regular class period.
b. Instructions:
- As noted, each student, in close consultation with the instructor, will pick a passage of interest from the Pentateuch.
- Based on a close study of the chosen passage, each presentation should clearly address these three key sets of issues:
  - **Exegetical issues:** what are the key issues of the text itself? Are there any key issues with basic grammar? Are there any variations in the English translations? Are there any significant text-critical issues? What is the basic argument of the passage? What is the key idea? How is this key idea developed? Etc.
  - **Theological/Canonical issues:** what are the main theological issues of the passage? How does this passage contribute to the argument being developed in the larger OT book of the Pentateuch in which it is set? What are some specifics ways this passage contributes to OT and NT theology? Etc.
  - **Ministry issues:** how does the passage apply to the practice of Christian ministry? What are key ministry issues raised by this text? What are some practical ways the passage could be used in ministry? Etc.
- Each student should have at least these items as a part of their presentation:
  - At least a one page handout with a clear outline of the presentation.
  - A PowerPoint (or any presentation software) presentation with at least 3 slides summarizing the key findings of the three sets of issues noted above.
  - Clear engagement with at least three different scholarly views on their passage: from commentaries or journal articles/essays.

c. Grading rubric:
<table>
<thead>
<tr>
<th>Are there at least 3 slides summarizing the three key areas of the research?</th>
<th>8-10 pts</th>
<th>6-7 pts</th>
<th>1-5 pts</th>
<th>0 pts</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, at least 3 slides</td>
<td>Only 2 slides</td>
<td>Only 1 slide</td>
<td>No slides</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the presentation effectively address the key exegetical, theological, and canonical issues?</th>
<th>8-10 pts</th>
<th>6-7 pts</th>
<th>1-5 pts</th>
<th>0 pts</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, completely</td>
<td>Yes, mostly</td>
<td>Only partially</td>
<td>No</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the presentation effectively address key ministry issues?</th>
<th>8-10 pts</th>
<th>6-7 pts</th>
<th>1-5 pts</th>
<th>0 pts</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, completely</td>
<td>Yes, mostly</td>
<td>Only partially</td>
<td>No</td>
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</tbody>
</table>

3. **Reading Journal:** 20% of final grade & the reading completion represents 10% of final grade

a. Due Dates
   - The instructor will track the completion of each set of readings through the course. **Note:** it is *not* possible to makeup the reading completion for credit—but it is strongly encouraged to make up the readings regardless, to keep up with the flow of the course. **On time** completion of course reading is worth 10% of the final grade
   - The first half of the reading journal is due on Thursday, October 10, in class, in hardcopy, for up to 10% of the final grade (this is the day of the midterm exam)
   - The second half of the reading journal is due on Thursday, December 12, in class, in hardcopy, for up to 10% of the final grade (this is the day of the final exam)

b. Instructions:
   - For each class session for which any reading is due (one reading, or multiple readings, *not* including the basic Bible readings), write **one journal entry** of 250-300 words (about 1/2 page to ¾ of a page in Word, with 1 inch margins, single space, 12 pt. Times New Roman font)
   - Each entry will be graded out of 10 points (23 entries total, for up to 20% of final grade)
     - First half of the reading journal (due October 10): 11 journal entries in total
     - Second half of the reading journal (due December 12): 12 journal entries in total
   - For each journal entry:
     - Provide the basic bibliographic information for any and all readings.
     - State the basic focus of the reading(s)
     - State the author’s primary thesis (or theses)
o Specifically address these types of questions for each reading: What is the hermeneutical outlook of each author? How does each author relate to the Canonical Scriptures (and the OT/Pentateuch, specifically) as the final, divine authority for Christian theology and practice? What weaknesses and/or strengths do you perceive? What would be helpful for practical ministry?

c. Grading rubrics

**Reading Completion:** for each day that readings are due, students will complete a chart by picking a number between 0 and 3, following this rubric:

<table>
<thead>
<tr>
<th>Number Code</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Reading Completed</td>
<td>0%</td>
<td>up to 50%</td>
<td>50% – 99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Rubric for 1 Reading Journal Entry (10 points possible)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the entry cover all of the reading(s) due &amp; does it fairly represent the main issues of the author(s)?</td>
<td>4-5 pts Yes, completely 3-4 pts Yes, mostly 1-2 pts Only partially 0 pts No</td>
<td>5</td>
</tr>
<tr>
<td>Does the entry show critical engagement with the reading(s), including the author’s view of Scripture?</td>
<td>4-5 pts Yes, completely 3-4 pts Yes, mostly 1-2 pts Only partially 0 pts No</td>
<td>5</td>
</tr>
</tbody>
</table>

4. **Critical Analysis Paper:** 20% of final grade
   a. Due dates:
      - Tuesday, October 22: rough draft of critical analysis paper due in class, in hardcopy. Turning in a complete **rough draft** on time will account for 2.5 % of the total 20% for this assignment.
      - Tuesday, November 5: **final draft** of critical analysis paper due in class (17.5 %)
b. Instructions:

- Carefully read the following two essays on Genesis 1 (these will be available on Canvas):
  
  

- Write a critical analysis paper based on your reading, following these guidelines:
  o In a Word document, use 1 inch margins and 12 pt. Times New Roman font.
  
  o Write at least 7 pages and no more than 8.
  
  
  o NOTE: for this paper, do not use footnotes, but use simple in-text (Author, page #) parenthetical bibliographic references—like this: (Classens, 325) or (Reichenbach, 47), and cite the two articles fully at the end of your paper.
  
  o Follow this outline for the paper:
    ▪ (1) Brief introduction
    
    ▪ (2) Fairly summarize the key points made by Classens
    
    ▪ (3) Fairly summarize the key points made by Reichenbach
    
    ▪ (4) Critically compare and contrast the views of Classens and Reichenbach
    
    ▪ (5) Present your own view on both essays, by addressing these kinds of questions: what are the hermeneutical strengths and/or weakness in each article? What insights have you gained for your understanding of Genesis 1? What are the key issues raised in these studies that relate to practical Christian ministry? Etc.
    
    ▪ (6) Brief conclusion
c. Grading rubric:

<table>
<thead>
<tr>
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<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the essay written clearly, with good grammar, spelling, and style?</strong></td>
<td>8-10 pts Yes, completely</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6-7 pts Yes, mostly</td>
<td></td>
</tr>
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<td></td>
<td>1-5 pts Only partially</td>
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<td></td>
<td>0 pts No</td>
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</tbody>
</table>

| **Does the essay carefully follow all of the formatting instructions (margins, font, page number, citations, structure/outline)** | 8-10 pts Yes, completely | 10 |
|                                                                                   | 6-7 pts Yes, mostly        |    |
|                                                                                   | 1-5 pts Only partially     |    |
|                                                                                   | 0 pts No                   |    |

| **Does the essay fairly summarize the view of each of the two authors?** | 8-10 pts Yes, completely | 10 |
|                                                                          | 6-7 pts Yes, mostly       |    |
|                                                                          | 1-5 pts Only partially     |    |
|                                                                          | 0 pts No                   |    |

| **Does the essay present an effective critical comparison between the two authors?** | 8-10 pts Yes, completely | 10 |
|                                                                                   | 6-7 pts Yes, mostly       |    |
|                                                                                   | 1-5 pts Only partially     |    |
|                                                                                   | 0 pts No                   |    |

| **Does the essay present the student's own views in an effective and clear manner?** | 8-10 pts Yes, completely | 10 |
|                                                                                   | 6-7 pts Yes, mostly       |    |
|                                                                                   | 1-5 pts Only partially     |    |
|                                                                                   | 0 pts No                   |    |
ACADEMIC HONESTY
In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Not reporting one’s reading truthfully.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

ACCOMMODATIONS
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program’s office (773-244-5619) as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see Seminary Catalog, p. 17 and “Disability Resources” provided through North Park’s Office of Student Enrichment Services and Support.

TITLE IX
Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s Safe Community site for contact information and further details.

COURSE SCHEDULE
Week 1: Introduction and Hermeneutics
T 8/27
Lecture 1.1 Introduction to the class, syllabus overview

Th 8/29
Lecture 1.2 The World Behind the text: Hermeneutics 1

Readings due:

Reading Journal entry 1 due
Week 2: Genesis 1 and 2
T 9/3
Lecture 2.1 Genesis 1: Creation

Readings due:
Genesis 1
Alexander, ch. 4 “The Documentary Hypothesis under Threat” and ch. 5, “The Sinai Narrative—A Test Case,” Hamilton, ch. 1 “Creation and the Fall (1-3),” Vogt, ch. 3 “Getting Started”

Reading Journal entry 2 due

Th 9/5
Lecture 2.2 Genesis 2: Creation Revisited

Readings due:
Genesis 2
Recommended “value-added” reading: Alexander, ch. 8 “God’s Temple-City”

Reading Journal entry 3 due

Week 3: Hermeneutics and Genesis 3
T 9/10:
Lecture 3.1 The World of the Text Itself: Hermeneutics 2

Readings due:
Patricia K. Tull, “Rhetorical Criticism and Intertextuality,” Barton, “‘Literary Competence’ and Genre-Recognition”

Reading Journal entry 4 due

Th 9/12
Lecture 3.2 Genesis 3: The Fall Into Sin

Readings due:
Genesis 3
Vogt, ch. 1 “The Genres of the Pentateuch” and ch. 4 “Interpreting the Pentateuch”
Recommended “value-added” reading: Alexander, ch. 9 “The Royal Lineage in Genesis”

Reading Journal entry 5 due

Week 4: Hermeneutics and Genesis 4-11
T 9/17
Lecture 4.1 The Reader in front of the Text: Hermeneutics 3

Readings due:
Edgar V. McNight, “Reader-Response Criticism”
Barton, “The Reader in the Text”

Reading Journal entry 6 due
Th 9/19
Lecture 4.2 Genesis 4-11: The Spread of Sin

Reading due:
Genesis 4-11
Hamilton, ch. 2 “The Sequence After Creation and the Fall (4-11)”
Recommended “value-added” reading: Alexander, ch. 10 “The Blessing of the Nations”

Reading Journal entry 7 due

Week 5: Hermeneutics
T 9/24
Lecture 5.1 Canonical Text and Contextual Theologies: Hermeneutics 4

Reading due:
Vogt, ch. 5 “Communicating the Genres of the Pentateuch,” and ch. 6 “Putting in all Together”

Reading Journal entry 8 due

Th 9/26
Lund Lecture: No Class

Week 6: Genesis 12-36
T 10/1
Midterm study guide given
Lecture 6.1 Genesis 12-26: Abram, Sarai and Hagar; Isaac and Rebekah

Reading due:
Genesis 12-26
Hamilton, ch. 3 “Abraham (11:26-25:11)”
Recommended “value-added” reading: Alexander, ch. 11 “Paradise Lost,” ch. 12 “By Faith Abraham”

Reading Journal entry 9 due

Th 10/3
Lecture 6.2 Genesis 27-36: Jacob-Israel and Leah, Rachel, Bilhah, Zilphah

Reading due:
Genesis 27-36
Hamilton, ch. 4 “Jacob (25:11-36:50)”

Reading Journal entry 10 due

Week 7: Genesis 37-50 and Midterm Exam
T 10/8
Complete midterm study guide: Hermeneutics, Overview of the Pentateuch and Genesis
Lecture 7.1 Genesis 37-50: Joseph and Aseneth

Reading due:
Genesis 27-50
Hamilton, ch. 5 “Joseph (37-50)”

Reading Journal entry 11 due

**Th 10/10**
Midterm Exam; 1st half of reading journal due (entries #1-11), in class in hardcopy
The midterm exam will cover the material from the four Hermeneutics lectures, the overview of the Pentateuch lecture and the Genesis lectures

**Week 8: Break**
Reading Week: No Class

**Week 9: Introduction to Exodus and Exodus 1-14**

**T 10/22**
Rough draft of Critical Analysis Paper due, in class in hardcopy
Lecture 9.1 Introduction to Exodus

Reading due:
Recommended “value-added” reading: Alexander, ch.13 “Who is Lord?”

Reading Journal entry 12 due

**Th 10/24**
Lecture 9.2 Exodus 1-14: Bondage and Hardening; Disaster and Deliverance

Reading due:
Exodus 1-14
Recommended “value-added” reading: Alexander, ch.14 “The Passover”

Reading Journal entry 13 due

**Week 10: Exodus 15-24**

**T 10/29**
Lecture 10.1 Exodus 15-18: Creation of a People by the Word of God
Biblical passage choice from the Pentateuch due for Class Presentation

Reading due:
Exodus 15-18
Hamilton, ch. 9 “Testing in the Wilderness (15:22-18:27)”

Reading Journal entry 14 due

**Th 10/31**
Lecture 10.2 Exodus 19-24: At Sinai and the Fear of the Lord

Reading due:
Exodus 19-24
Hamilton, ch. 9 “Law and Covenant (19-24),” George V. Pixley and Clodovis Boff, “A Latin American Perspective: The Option of the Poor in the Old Testament,” in *Voices from the Margin*

Recommended “value-added” reading: Alexander, ch.16 “The Tabernacle”

Reading Journal entry 15 due

**Week 11 : Exodus 25-40 and Leviticus**

T 11/5

Lecture 11.1 Exodus 25-40: Name of the LORD, Golden Calf and Tabernacle

Final draft of critical analysis paper due

Reading due:

Exodus 25-40


Reading Journal entry 16 due

Th 11/7

Lecture 11.2 Law in Leviticus, I

Reading due:

Leviticus 1-15

Hamilton, chs. 11-13: “The Sacrificial System (1-7),” “Priestly Ordination (8-10),” “Clean and Unclean (11-15)”

Recommended “value-added” reading: Alexander, ch. 17 “Be Holy” and ch. 18 “The Sacrificial System”

Reading Journal entry 17 due

**Week 12: Leviticus and Class Presentations**

T 11/12

Lecture 12.1 Law in Leviticus, II

Reading due:

Leviticus 16-27


Recommended “value-added” reading: Alexander, ch. 19 “The Clean and Unclean foods”

Reading Journal entry 18 due

Th 11/14

Class Presentations

**Week 13: Numbers**

T 11/19

Lecture 14.1 Numbers, I

Reading due:

Numbers 1-20
Hamilton, chs. 16-17: “Preparations for Departure from Sinai (1:1-10:10),” “From Sinai to Kadesh (10:11-20:11)"

Recommended “value-added” reading: Alexander, ch. 20 “Towards the Promised Land”

Reading Journal entry 19 due

**Th 11/21**

*Final exam study guide given*

Lecture 14.2 Numbers, II, and the Wrath of the LORD

Reading due:

Numbers, 21-36

Hamilton, ch. 18 “From Kadesh to Moab (20:22-36:13)"

Recommended “value-added” reading: Alexander, ch. 21 “Murmurings”

Reading Journal entry 20 due

**Week 14: Thanksgiving Break**

**T 11/26**

*No class: work on final exam study guide*

**Th 11/28**

Thanksgiving: *No Class*

**Week 15: Deuteronomy and Ten Commandments**

**T 12/3**

Lecture 15.1 Deuteronomy, I

Reading due:

Deuteronomy 1-11


Recommended “value-added” reading: Alexander ch. 22 “Love and Loyalty”

Reading Journal entry 21 due

**Th 12/5**

Lecture 15.2 The Ten Commandments

Reading due:

Alexander, ch. 15 “The Covenant at Sinai”

Recommended “value-added” reading: Alexander ch. 23 “Why Israel?”

Reading Journal entry 22 due

**Week 16: Deuteronomy and Final Exam**

**T 12/10**

*Complete final exam study guide*

Lecture 16.1 Deuteronomy, II

Deuteronomy 12-34

Recommended “value-added” reading: Alexander ch. 24 “The Pentateuch and the Biblical Metanarrative”

Reading Journal entry 23 due

Th 12/12

Final Exam; 2nd half of reading journal due, in class in hardcopy

The final exam will cover the lecture materials, and some key issues from the readings, related to the second half of the semester: Exodus, Leviticus, Numbers and Deuteronomy