

**(Preliminary) Syllabus for BIBL 5210-I1**  
**Old Testament 1: Pentateuch and Interpretation**  
Genesis, Exodus, Leviticus, Numbers, Deuteronomy  
Spring 2021 Online (20/S2) 3 Credit Hours  
North Park Theological Seminary

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### **Course Description**

*Welcome to Old Testament 1.* I look forward to our interaction with the texts of Genesis—Deuteronomy. OT1 is a graduate-level seminary course on the basic theological literature of the Hebrew Bible. (We will use English translations).

This three credit-hour graduate course requires a substantial amount of reading and writing. Please read the syllabus thoroughly for details. It is your roadmap. For this online course, mark your calendars for about ten (10) hours *per week* to do your work: three hours for attention to the professor's lectures with supporting documents and six-seven hours for your other weekly reading and writing assignments.

**This course** investigates the over-arching narrative content of the first five books of the Old Testament known as the *Torah* and as *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 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 in 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. You should begin by reading the primary biblical document from Genesis through Deuteronomy.

### **Required Textbooks**

The books listed below can be found at many online bookseller sites (e.g., [www.amazon.com](http://www.amazon.com)).

- *The Holy Bible*. Any modern translation. Good advanced student study editions are *The New Oxford Annotated Bible* and the *Harper Collins Study Bible*.

- Birch, Brueggemann, Fretheim, and Petersen, *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005). paperback 9780687066766. Please note that this textbook is required for both OT 1 and OT 2 at NPTS.
- D. N. Freeman editor. *Eerdmans Dictionary of the Bible* (Grand Rapids: Eerdmans, 2000). Please note that the ISBN is 0802824005. Please note that this textbook is required for both OT 1 and OT 2 at NPTS. *NOTE: This is NOT the Eerdmans Bible Dictionary by Allen C. Meyers!*
- *Articles provided in Canvas*: Much of the required reading comes from these articles. They will be important for your assignments and exam preparation.

### **Required Canvas-site articles (provided online during the course)**

Much of the required reading comes from these articles. Find them online on Canvas.

They will be important for your exam preparation and for your Annotated Reading Log.

Login at <https://northpark.instructure.com/>

#1: Blenkinsopp, "Introduction to the Pentateuch" in *New Interpreters' Bible*, vol. 1, 305-18.

#2\*: Anderson, Bruckner, and Snodgrass, "The Centrality of the Word of God"

#3: Walton, "A Historical Adam"

#4: Cheryl Exum "A Mother in Israel"

#5A: Bruce L. Fields, "What is Black Theology?" in *Introducing Black Theology: 3 crucial questions for the Evangelical Church*, pp. 11-36.

#5B: Justo Gonzales, "Reading the Bible in Spanish" in *Mañana: Christian Theology from a Hispanic Perspective* (Nashville: Abingdon) 75-87.

#6 Ian Provan and T. Longman: "Before the Land I," 107-123 in *A Biblical History of Israel*.

+ #7: Friedman, "Deception for Deception"

#8: Provan and Longman, "Before the Land II," 125-137 in *A Biblical History of Israel*.

#9: Carol Redmount, "Bitter Lives," 58-89 (ed. Coogan, *Oxford History of the Biblical World*, 2001.)

+Articles #10A-#10F can all be found in *Voices from the Margin: Interpreting the Bible in the Third World*, edited by R.S. Sugirtharajah (New York: Maryknoll Orbis Books, 1991).

#10A: An Asian Group Work, "An Asian Feminist Perspective: The Exodus Story (Exodus 1.8-22, 2.1-10)" (255-266). The Asian Women work-group includes seven women (six Indian and one Korean): Cresy John, Susan Joseph, Pearl Derego, Sister Pauline, Mary Lobo, Sister Margaret, and Lee Sun Ai. The work was done in Bombay and originally published in the feminist quarterly, *In God's Image*, Hong Kong, 1988.

#10B: Naim S. Ateek, "A Palestinian Perspective: Biblical Perspectives on the Land" (267-276).

Naim S. Ateek is self-described as an Arab, Palestinian Christian, citizen of Israel, and an Anglican priest at St. George's, Jerusalem. Originally published in *Faith and the Intifada: Palestinian Christian Voices*, 1992.

#10C: Jean-Marc Ela, "A Black African Perspective: An African Reading of Exodus" (244-254).

Jean-Marc Ela teaches at the Dept. of Sociology University of Yaounde, Cameroon. The article is from his book *African Cry*, Maryknoll: Orbis, 1986.

#10D: Cyris H.S. Moon, "A Korean Minjung Perspective: The Hebrews and the Exodus" (228-243). Cyris Moon is a Professor of OT studies and the sociology of hermeneutics.

#10E: George V. Pixley and Clodovis Boff, "A Latin American Perspective: The Option for the Poor in the Old Testament" (215-227). Pixley is a Nicaraguan liberation theologian and American Baptist minister; Boff is a R.C. Servite priest from Brazil.

#10F: Robert Allen Warrior, "A Native American Perspective: Canaanites, Cowboys, and Indians" (277-285). Robert Allen Warrior is a member of the Osage Nation and a journalist for the Lakota times, Rapid City, South Dakota.

#11: Mary Douglas, *Leviticus as Literature*, chapter one.

#12: John Walton, *Equilibrium and the Sacred Compass: The Structure of Leviticus*, 293-304.

#13: Elmer Martens, "Embracing the Law".

#14: Dozeman, "Introduction to Numbers" *NIB v. 2*, 3-23.

#15: Cain Hope Felder "Racial Motifs in the Biblical Narratives".

#16: Clements "Introduction to the Book of Deuteronomy" *NIB vol. 2*:271-289.

#17: Marilyn Robinson, "Moses," in *When I Was a Child, I Read Books*, 95-124.

#18: Rabbi Eckstein: "Festivals of the Jewish Year" pp. 93-130.

*Additional Resource Articles available on the Canvas-site:*

+Cheryl Bridges Johns, "Transcripts of the Trinity" *Ex Auditu*, volume 30.

+Temper Longman III, "Collapse of Historical Criticism," in *Introduction to the OT*, 42-51.

+Terence Fretheim, "Theological Reflections on the Wrath of God in the OT" in *Horizons in Biblical Theology*, vol. 24, 1-26.

+Abraham Heschel, "The Meaning and Mystery of Wrath" in *the Prophets*, 358-382.

+Kathryn Green-McCreight, "Restless Until We Rest in Thee."

**Additional or Recommended Readings**

If you have not previously studied the Bible at the college level, a basic introduction should also be read in conjunction with lectures. The following text is very useful and accessible: Bandstra, Barry L. *Reading the Old Testament: An Introduction to the Hebrew Bible*. Belmont, CA: Wadsworth Publishing Co., 1995 (3<sup>rd</sup> ed., 2003; 4<sup>th</sup> ed. March 2008).

## LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENT RUBRICS

**Learning outcomes for North Park Seminary degrees that are intended in this course are as follows:**

- 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 online courses.

The overarching IDEA objectives for the course are the following:

#### **Participant Learning Objectives**

- Comprehend fundamental principles, generalizations, and theories.
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Analyze and critically evaluate ideas, arguments, and points of view.

#### **Specific Course Objectives**

- Grow in appreciation of the passion and the power of the narratives and law contained in the primary biblical documents.
- Develop a personal facility for interpreting Old Testament biblical texts in the context of the Christian Church.
- Demonstrate the ability to communicate another person’s perspective fairly and accurately.
- Analyze, evaluate, and gain new perspectives on issues raised in reading difficult biblical texts.
- Evaluate the significance of specific books of scripture in their literary contexts.
- Explain the significance of individual texts in their historical context.
- Synthesize understanding of the content of the primary and secondary source reading with personal perspective on the subject matter.
- Master the use of the précis format for summarizing reading.

## Assignment Grading

**Assignment Grading is based on 100 percentage points.**

A final grade for this course will be computed according to your successful completion of the following assignments:

- |    |  |                              |
|----|--|------------------------------|
| 1. | Forum Response to Professor's Weekly Posting | 20 percentage points maximum |
| 2. | Journal Responses to Required Reading        | 20 percentage points maximum |
| 3. | Writing Assignments                          | 30 percentage points maximum |
| 4. | Mid-term Exam                                | 30 percentage points maximum |

### More Detail on Assignment Grading

#### 1. Forum Response to Professor's Weekly Posting (20%)

Every week of the semester (except week #7, exam week), you will respond to the Professor's postings in a forum. Instructions for these responses may be found in the weekly modules and in the syllabus.

You will receive up to a maximum of twenty percentage points for your participation in the forums.

*Your posts will be graded on a weekly basis according to the following criteria:*

#### Grading Rubric for Forum Response to the Professor's Weekly Posting

CATEGORY	2 points - Meets Standards	1 point - Approaches Standards
Statements that Further and/or Clarify	Reply includes 2 statements that further, apply, or clarify the discussion such as: -summarizing an aspect of the post - applying the post to personal experience - making additional tie-ins to course material	Reply includes 1 statement that furthers, applies, or clarifies the discussion such as: - summarizing an aspect of the post - applying the post to personal experience - making additional tie-ins to course material

**2. Journal Responses to Required Reading (20%)**

Every week (except exam week) you will read and respond to required reading in your textbooks or in articles provided to you. Your “journal” of your responses will be uploaded twice during the semester (as a Word.doc, please). Write them and save them each week, but you will not upload them every week!

Instructions for these responses may be found in the weekly modules and in the syllabus.

*For example:* Read the assigned texts, evaluating them according to your perspective on the rubrics listed below. Keep track (simple notes) of the main points (for future reference in exam preparation). In a couple of sentences summarize the focus of the reading; then simply state what you found most engaging, troubling, or enlightening. Please include the bibliographic reference. Keep your responses short (200 words) and in a journal that will be uploaded at mid-term and at term end.

*Your responses will be graded on a weekly basis according to the following criteria:*

**Grading Rubric for Journal Entries about Required Reading**

CATEGORY	10 Points --Wow	9 Points --Very Good	8 Points --O.K.	1-7 Points—Whoops.
Statements that clarify the content and/or significance of the reading	<p>Reply must include <b>all</b> required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> <li>-summarizes the focus of the author</li> <li>- summarizes the subject matter of the reading</li> <li>- clarifies the significance of the reading</li> <li>- states what you found most engaging, troubling, or enlightening</li> </ul>	<p>Reply must include <b>90% of all</b> required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> <li>-summarizes the focus of the author</li> <li>- summarizes the subject matter of the reading</li> <li>- clarifies the significance of the reading</li> <li>- states what you found most engaging, troubling, or enlightening</li> </ul>	<p>Reply must include <b>80% of all</b> required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> <li>-summarizes the focus of the author</li> <li>- summarizes the subject matter of the reading</li> <li>- clarifies the significance of the reading</li> <li>- states what you found most engaging, troubling, or enlightening</li> </ul>	<p>Reply must include <b>10-70% of all</b> required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> <li>-summarizes the focus of the author</li> <li>- summarizes the subject matter of the reading</li> <li>- clarifies the significance of the reading</li> <li>- states what you found most engaging, troubling, or enlightening</li> </ul>

**3. Skill Building Writing Assignments (30%)**

Almost every week you will be writing a short paper on an assigned topic. Overall written assignment will account for a maximum of 30 percentage points of your grade. Instructions for completing these assignments can be found in the weekly modules in Canvas.

Your writing will be graded on a weekly basis according to the following criteria:

**Grading Rubric for Writing Assignments**

CATEGORY	10 Points --Wow	9 Points --Very Good	8 Points --O.K.	1-7 Points—Whoops.
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates to key principles of the assignment	Reference made to key principles but the paper could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment.
Examples	Examples are well-integrated effectively into response	Examples are well-integrated effectively into response	Examples are either not present or do not support the key principles of the assignment.	
Writing Style	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Many of these are present - Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and sources are properly cited	

Please be aware that your instructor will accept late submissions of any papers, projects, assignments, or other forms of assessment, however, late submissions will be discounted by 2% each day.

**Instructions for Writing a Précis (“a brief detailed summary”)**

See the Class Schedule for weeks when this format is required

**Précis** means “a brief detailed summary of essential points” or “a precise abstract.”

Format: The précis should be on one page, single spaced, block-style paragraphs, about 500 words. Do not quote more than a phrase or two.

In 3/4ths of the page (3-4 paragraphs) answer these questions:

- Briefly, what is the author’s interest? What question or problem is she addressing?
- Briefly, what is the main point of the author’s “answer” to that question?
- How does the author build her argument? What warrants (proof or logic) does she offer?
- Summarize the main argument, step by step.

In 1/4<sup>th</sup> of the page offer your “critique” of the arguments:

- a. What’s missing?
- b. What assumptions do you question?
- c. Is the author’s “interest” a helpful approach?
- d. What did you learn? What questions remain?
- e. Always be sure to add the bibliographic reference of your article (Author, Title, Publishing information, page numbers).

#### **4. Skill Building Exam (30%)**

This is an “Open Resource Take-Home Exam.”

**To complete this exam, take the following steps:**

1. In Canvas, find and download the document titled “Open Resource Take-Home Exam.”
2. Work through the instructions for each section, answering each question from the lectures, power-points, readings, and additional research noted there.
3. Upload your Word.doc to Canvas in the appropriate module.
4. The Exam will be graded on a 100 point scale. It is weighted at 30% of your total grade.

*Grading Rubric for the “Open Resource Take-Home Exam:*

Your exam will be graded according to the following criteria:

**Section I. (20 points possible)** The first part will ask you to put ten major people, places, and events described in Genesis and Exodus in sequential order.

**Section II. (30 points possible)** The second section will ask you to identify and give the significance in Genesis or Exodus of each of ten of the people and places listed. Three points maximum for each item. To earn the third point, you must identify the location of places and include one of the following for each item: *significance* of the person or place in the narrative or chapter reference of the person or place.

**Section III. (50 points possible)** The third section will ask you to describe and give the significance of ten of the themes and ideas listed in the study guide. Four points each. The themes come from the interpretation of Genesis and Exodus presented in the assigned readings and the class lectures. Be prepared to give a minimum of four points of information for each theme or idea. To earn the fourth point, your answers must include actual examples from the biblical text, the readings, or lectures.

#### **Course Grading**

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of North Park Theological Seminary. The final course grade will be computed according to the total number of percentage points earned for all assignments as shown in this syllabus:

#### **North Park Theological Seminary Grading Standard**

A	93-100
B	86-92
C	78-85
D	70-77

## Accommodations and Responsibilities

### Computer Requirements

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

### Technical Skills Required

The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

### Participant Responsibilities

1. Attendance, presence, and full participation are required for this class. *You cannot successfully complete this course without completing the weekly readings and assignments.* You are expected to begin your reading early enough in the week so that you have time to write well before Sunday night. The “Week” runs from Sunday at midnight to the next Sunday at midnight.
2. Some of your assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper “netiquette” (see *A Guide to Netiquette* in Course Information resource).
5. I advise participants to plan on spending nine to twelve hours total on course responsibilities (e.g. reading, assignments, and online discussion).

### Course Facilitator Responsibilities

1. The course is designed so that students have every opportunity to achieve the learning objectives.
2. The course facilitator will respond to all questions to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
5. The course facilitator will respond to all student e-mails within 48 hours of receipt.

### Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-5619). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. Please review the following website: <http://www.northpark.edu/ada>

### Academic Honesty

In keeping with our Christian heritage and commitment, North Park 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 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.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

### **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 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.

<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

## **Course Schedule**

### **Notes on the Course Schedule**

- Every week the assigned readings, student forum responses, and other writing assignments will be posted in the weekly modules. Officially, the “Week” runs from Sunday at midnight to the next Sunday at midnight. Please begin your reading at the beginning of the week so that you have time to write well before Sunday night. Late papers will be reduced 2% per day.
- It is expected that students in a three (3) hour master’s level seminary course will spend nine (9) hours each week to accomplish the reading and the writing.
- Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.
- Students in the past have often requested that the module content be made available a few days earlier (some students work ahead of schedule!). As a result of these requests, the week module will be made available on the Friday mornings before they “officially” begin (on Sunday).

## Week 1: January 11—17 (Monday to Sunday)

### Introduction to Old Testament 1

#### Required Readings

1. Read the Syllabus and mark your calendar to set aside at least nine (9) hours for this class weekly.
2. Become familiar with the course Canvas-site. Start by introducing yourself to your classmates.
3. Resource Article #1\*: Blenkinsopp, "Introduction to the Pentateuch" in *New Interpreters' Bible*, vol. 1, 305-18.

\*Find all Resource Articles in <https://northpark.instructure.com/> as pdf. files in the weekly modules.

#### Listen to:

#### Professor's Week 1.1 Audio Posting: "Introduction to the Course" (MP3 files)

#### Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including the following: Pentateuch; Revelation; Genre; Dispersion (diaspora); Canon of the OT; Masoretic Text; Leningrad Codex; Text of the OT (long); Bible.

+Be sure to see the sixteen maps in the back of *Eerdmans Dictionary* as well as the Hebrew Aleph Beth!

+Additional Resource Article: "Transcripts of the Trinity" Cheryl Bridges Johns, *Ex Auditu*, volume 30.

Available on the Canvas-site: <https://northpark.instructure.com/>

#### Assignments Due: Forum Responses and Written Work

*Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.*

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* it to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your response in the Forum for the week by Sunday at midnight. See grading rubrics in this syllabus. If you have questions, you can e-mail the instructor.

#### 2. Create a Reading Journal

**Here is how you will create it, a little each week:**

1. Read the required textbook readings and articles each week, keeping track of the main points.
2. Begin by writing the bibliographic reference (author, title, publisher, date, page numbers) for each assigned reading. Save it in a Word.docx
3. Then, in a couple of sentences, summarize, i.e. *annotate* each reading for that week.

***This week make one entry for the required reading*** Blenkinsopp, "Introduction to the Pentateuch."

- State the focus of each reading.
- State the author's primary interest and thesis.
- State what you found most engaging, troubling, or helpful.
- Write about 200 words for *each* reading.
- Be sure to back up your work and save it so you can add to it in the following weeks.

You will be asked to upload your Reading Journal at mid-term and at term end.

See the grading rubrics in this syllabus.

## Week 2: January 18—31 (Monday to Sunday-two weeks)

This first “week” is two weeks long to accommodate the ECC Midwinter Conference.

### Hermeneutics 1 and Genesis 1

#### Required Readings

+Chapter 1 of Genesis

+Resource Article #2\*: Anderson, Bruckner, and Snodgrass, “The Centrality of the Word of God”

**Professor’s Week 2.1 Audio Posting: “The World behind the Text: Hermeneutics 1” (MP3)**

**Professor’s Week 2.2 Audio Posting: “Genesis 1: Creation” (MP3)**

#### Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including the following.

*On Genesis One*: Genesis-Book; Abyss; Chaos; Creation; Deep; Darkness; Day; Leviathan; Light.

*On Interpretation*: Archeology; Tell; Pottery; Gezer; Hazor. Beth-Shean (e.g.s of archeological digs);

Interpretation-Biblical; Haggadah; Halakhah; Biblical criticism; Yahwist; Elohist; Priestly Document.

+Additional Resource Article: “Archeology” in LaSor, *OT Survey*, pp. 641-52. Available on the Canvas-site

<https://northpark.instructure.com/>

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor’s weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Write a short paper on the assigned topic below.** Be sure to analyze the questions/prompts and the form carefully as you organize your work. Hand in your written work by uploading your Word.doc on Canvas by Sunday at midnight. See grading rubrics in this syllabus.

*Writing Assignment Due:* In about 500 words, explain what *each* of the significant words and phrases of the following affirmation mean: “We believe in the Holy Scriptures, the Old and New Testaments, as the Word of God, and the only perfect rule for faith, doctrine, and conduct.” It is not necessary, but you may use the Evangelical Covenant Church perspective article above (“The Centrality”) as background (but do not quote or attempt to summarize it). Explain the meanings of each phrase of the quotation in your own words. If you are unsure, please ask for further clarification of this assignment by email.

**3. No Reading Journal this week.**

## Week 3: February 1—7

### Genesis 2 and Hermeneutics 2

#### Required Readings

- +Genesis 2
- +Textbook: chapter 1 in Birch, Brueggemann, Fretheim, and Petersen, *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005).
- +Resource Article #3: Walton, "A Historical Adam"

#### Professor's Week 3.1 Audio Posting: Genesis 2: Creation Revisited

#### Professor's Week 3.2 Audio Posting: The World of the Text Itself: Hermeneutics 2

#### Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including the following.

*On Genesis 1-3*: Dominion; Image of God Adam; Eve; Eden; Death; Fall.

*On Interpretation*: Bible translation; Emendations of the Scribes; Greek Versions (of OT).

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read chapter one in your textbook, evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference, e.g., exam preparation). In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper in the strict form of a précis** (pronounced pray' see) on the assigned reading by J. Walton, "A Historical Adam." Detailed instruction for writing the précis is in this syllabus. If you are unsure, please ask for further clarification of this assignment by email. Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.

## Week 4: February 8—14

### Genesis 3 and Hermeneutics 3

#### Required Readings

- +Genesis 3
- +Textbook: Chapter 2 “The Created Order and the Re-creation of Broken Order” in Birch, et al., in *A Theological Introduction to the Old Testament*.
- +Resource Article #4: Cheryl Exum “A Mother in Israel”

**Professor’s Week 4.1 Audio Posting: Genesis 3: The Falling Out**

**Professor’s Week 4.2 Audio Posting: The Reader in front of the Text: Hermeneutics 3**

#### *Value Added Resources*

- +Your required textbook, *Eerdmans Dictionary* has background articles for this week, including the following: Deuteronomistic History; Hezekiah-King; Josiah-King; Hilkiyah; Historiography-Biblical.
- +Additional Resource Article: “Collapse of Historical Criticism”, Tremper Longman III, in *Introduction to the OT*, pp. 42-51. Available on the Canvas-site <https://northpark.instructure.com/>

#### **Assignments Due: Forum Responses and Written Work**

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor’s weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read chapter two in your textbook, evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference, e.g., exam preparation). In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc “journal” that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author’s name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper in the strict form of a précis** (pronounced pray’ see) on the assigned reading, “A Mother in Israel”, by Cheryl Exum. Detailed instruction for writing the précis is in this syllabus. If you are unsure, please ask for further clarification of this assignment by email. *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.*

## Week 5: February 15—21

### Genesis 4—11 and Hermeneutics 4

#### Required Readings

+Genesis 4-11

+Textbook chapter 3, “Promises Made, Threatened, and Fulfilled” in Birch, et al.

+Resource Article #5A: Bruce L. Fields, “What is Black Theology?” in *Introducing Black Theology: 3 crucial questions for the Evangelical Church*, pp. 11-36.

+Resource Article #5B: Justo Gonzales, “Reading the Bible in Spanish” in *Mañana: Christian Theology from a Hispanic Perspective* (Nashville: Abingdon) 75-87.

**Professor’s Week 5.1 Audio Posting: Genesis 4-11: Brokenness, Bondage, and Rebellion**

**Professor’s Week 5.2 Audio Posting: Focus on the Canonical Text: Hermeneutics 4**

#### Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including the following.

*On Genesis*: Flood; Noah; Genealogy; Generation; Ham, Canaan (person); Humanity; Nephilim; Original Sin; Cain; Babel.

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor’s weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required articles and chapter for the week (all three), evaluating each one according to your perspective of how it might be helpful. For each required reading, keep track (simple notes) of the main points (for future reference, e.g., exam preparation). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc “journal” that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author’s name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper in the strict form of a précis** (pronounced pray’-see) on the assigned reading by Bruce Fields OR by Justo Gonzales. Detailed instruction for writing the précis is in this syllabus. If you are unsure, please ask for further clarification of this assignment by email. *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.*

## Week 6: February 22—28

### Genesis 12—50

#### Required Readings

+Genesis 12-50

+Resource Article #6 from Longman: “Before the Land I”, pp. 107-123 in *A Biblical History of Israel*.

+Resource Article #7: Friedman, “Deception for Deception”

**Professor’s Week 6.1 Audio Posting: Genesis 12-26: Abram/Sarai; Isaac/Rebekah**

**Professor’s Week 6.2 Audio Posting: Genesis 27-50: Jacob-Israel/Leah and Rachel; Joseph-Aseneth**

#### Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including: Abraham, Sarah; Euphrates River; Ur; Sumerians; Aram; Haran (place and person); Padan-Aram; Palestine (geographical); Beersheva; Herding (culture); Hebron (place); Bless; Election; Abimelech; Hagar, Ishmael; Isaac, Rebekah; Moriah; Esau; Jacob; Rachel, Leah; Matriarchs; Israel (long); Bethel (place); Dinah; Joseph; Aseneth; Famine; Simeon, Reuben, Levi; Judah; Zebulun; Issachar; Dan; Gad; Asher; Naphtali; Joseph (Manasseh; Ephraim); Benjamin.

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor’s weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required articles for the week, evaluating each one according to your perspective of how it might be helpful. For each required reading, keep track (simple notes) of the main points (for future reference, e.g., exam preparation). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc “journal” that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author’s name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Upload the journal** that you have been keeping weekly of your responses to the reading during the first six weeks as a Word.doc *by Sunday at midnight*.

**4. Write a short paper on the assigned topic below.**

Be sure to analyze the questions/prompts and the form carefully as you organize your work.

Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.

If you are unsure, please ask for further clarification of this assignment by email.

*Writing Assignment Due:* Tell the entire story of Genesis on one single-spaced page (no more than 600 words). This should be something you could use in teaching or preaching. For the best score, focus on the major characters, plot, and theological significance of chapters 1-50 and attend to the balance of your word count in relation to *all* the chapters of the biblical text.

## **Week 7: March 1—7**

### **Open Resource Take-Home Exam (Hermeneutics and Genesis)**

**This data based examination** covers lectures and readings in weeks 1-6, including Hermeneutics and Genesis.

The exam will consist of objective questions concerning your knowledge of the basic facts from the lectures, biblical text, and reading assignments. The complete study-guide is available at the start of the course. I will ask you to identify basic concepts, people, and events. (This course does not have a final exam.)

*Value Added:* Your required textbook, *Eerdmans Dictionary* has good background articles for preparing for your mid-term exam. They are listed above, by week.

### **Assignments Due**

Upload your Exam before 11:55 p.m. on Sunday.

Contact the professor with any questions about your preparation. See grading rubrics in this syllabus.

### *Student Learning Objectives*

- *Create an answer key to the study guide by reviewing the readings and postings in the first half of the semester.*
- *Explain the significance of key terms in biblical interpretation*
- *Identify the sequence of key action in the biblical narrative*
- *Summarize the significance concepts listed in the Study Guide*
- *Recognize key terms, dates, and concepts relevant to interpreting Genesis.*

**[March 8—14 is READING WEEK; NO COURSE REQUIREMENTS]**

## **Week 8: March 15—21**

### **Exodus 1—14**

#### **Required Readings**

+Exodus 1-14

+Resource Article #8 from Longman, "Before the Land II", pp. 125-137 in *A Biblical History of Israel*.

+ Resource Article #9: Carol Redmount, "Bitter Lives", 58-89 (ed. Coogan, Oxford History of the Biblical World, 2001.)

**Professor's Week 8.1 Audio Posting: Introduction to Exodus**

**Professor's Week 8.2 Audio Posting: Exodus 1—14: Bondage and Hardening; Disaster and Deliverance**

### *Value Added Resources*

*Erdmans Dictionary* has background articles for this week, including: Exodus-Book; Exodus (event); Egypt (ten columns); Pharaoh; Ramses II; Hyskos (Egyptian rulers); Goshen; Hebrew (people); Moses; Miriam; Aaron; Nile; Plagues; Destroyer; Midian; Kenites; Jethro; Zipporah.

### **Assignments Due: Forum Responses and Written Work**

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required articles for the week, evaluating each one according to your perspective of how it might be helpful. For each required reading, keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Writing: This assignment will be due in Week 9, however, it is a 1500 word paper,** so you may want to begin early. This paper is also important for your vocational Portfolio at NPTS.

Here are the instructions for writing:

- After choosing and reading your two articles on interpreting the Exodus (see Week 9 reading), write a paper of approximately 1500 words (about three single-spaced pages) describing and comparing two of the articles in *Voices* (chosen from Pixley, Ela, Moon, Asian Feminists, Warrior, and Ateek; see Week 9 Reading).
- Begin to construct your paper strictly according to the following pattern: Write two *précises*, one for each of the two chosen articles (500 words each).
- In the remaining 500 words, write several paragraphs comparing the two articles.
- Be sure to include the role of the following: God; *Exodus* as the Word of God; and the specific social profile of each author.
- Write your introduction last, describing and summarizing what you have said in the rest of the paper (of course, put it at the beginning of the paper!)
- You must include the full bibliographic information on each article to earn full credit. Each of the articles comes from the book, *Voices from the Margin: Interpreting the Bible in the Third World*. Edited by R.S. Sugirtharajah. Maryknoll: Orbis, 1995. Be sure to include the author and title of your chosen articles.

## Week 9: March 22—28

### Exodus 15—24

#### Required Readings

+Exodus 15-24

+Textbook: Chapter 4 “Bondage, Exodus, Wilderness” in Birch, et al.

+Resource Article #10A-#10F. Read two essays on Exodus from the six listed (by author and social location): Pixley, (Latin American); Ela, (Black African); and Moon, (Korean); Asian Feminists; Warrior (Native American); and Ateek (Palestinian).

**Professor’s Week 9.1 Audio Posting: Exodus 15—18: Exit to Sinai**

**Professor’s Week 9.2 Audio Posting: Exodus 19—24: At Sinai and the Fear of the LORD**

#### Value Added Resources

+*Eerdmans Dictionary* has background articles for this week, including: Many Waters; Sea Monster (Exod 15); Massah-Meribah; Amalekites; Wilderness; Negev; Manna; Rephidim; Covenant; Yahweh; God-Names; El-Elohe-Israel; El Elyon; El Shaddai; El (four columns); GOD (long); Covenant-Book; Debt, Interest, Loans; Hammurapi; Orphans; Widow.

+Additional Resource Article: “What Every Christian Should Know about Exodus”, James K. Bruckner, in *Word and World*, pp. 111-119. Available on the Canvas-site <https://northpark.instructure.com/>

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor’s weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read chapter four in your textbook, evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a paper on the assigned topic below.** Be sure to analyze the questions/prompts and the form carefully as you organize your work. *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.* If you are unsure, please ask for further clarification of this assignment by email.

*Writing Assignment Due:* See the Writing Assignment described in Week 8. Write a paper of approximately 1500 words (about three single-spaced pages) describing and comparing two of the articles in *Voices*, chosen from your reading of Pixley, Ela, Moon, Asian Feminists, Warrior, and Ateek. See last week’s description of how this paper ought to be written.

*Note:* This longer paper in week 9 will be graded on a twenty-point scale, having twice the grade-point value as other weekly writing assignments. Your paper and the professor's comments and grade will become a permanent part of your NPTS record and portfolio.

## **Week 10: March 29—April 4**

### **Exodus 25—40 and Introduction to Leviticus**

#### **Required Readings**

+Exodus 25-40 with special attention to Exodus 32-34.

+Resource Article #11: Mary Douglas, *Leviticus as Literature*, chapter one (p. 1-12).

+Resource Article #12: John Walton, *Equilibrium and the Sacred Compass: The Structure of Leviticus*, 293-304.

**Professor's Week 10.1 Audio Posting: Exodus 25—40: Name of the LORD, Golden Calf, Tabernacle**

**Professor's Week 10.2 Audio Posting: Leviticus in Cultural and Literary Context**

#### *Value Added Resources*

+*Eerdmans Dictionary* has background articles for this week, including the following.

*On Exodus:* Grace (*khesed*); Repentance; Redemption; Tabernacle; Bread of the Presence; Glory; Ephod.

*On Leviticus:* Leviticus-Book; Clean and Unclean; Water of Purification; Holiness; Levites, Levitical Cities; High Priest; Priesthood (long); Altar; Sacrifices and Offerings (long); Burnt Offering; Elevation Offering (wave); Libation; Peace Offering.

#### **Assignments Due: Forum Responses and Written Work**

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read Resource Article #12 (Walton) evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper in the strict form of a précis** (pronounced pray' see) on the assigned reading by Mary Douglas (chapter one only). Detailed instruction for writing the précis is in this syllabus. If you are unsure, please ask for further clarification of this assignment by email. *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.*

## **Week 11: April 5—11**

### **Law in Leviticus**

#### **Required Readings**

+Leviticus 1-7; 11-25

+Textbook: chapter 5, "The Structures of Covenant Life" in Birch, et al.

+Resource Article #13: Martens, "Embracing the Law"

**Professor's Week 11.1 Audio Posting: Law in Leviticus I**

**Professor's Week 11.2 Audio Posting: Law in Leviticus II**

#### *Value Added Resources*

+*Eerdmans Dictionary* has background articles for this week, including: Law (long); Judge, Judgment, Justice, Justification; Righteousness; Sanctification; Atonement, Day of Atonement; Expiation; Firstborn; First-fruits; Blood; *Lex Talionis* (law of just retaliation); Jubilee, Year of (Lev. 25).

+Additional Resource Article: "Communion and Koinonia: Pauline Reflections on Tolerance and Boundaries," by N. T. Wright, a paper given at the *Future of Anglicanism Conference*. Available on the Canvas-site <https://northpark.instructure.com/>

#### **Assignments Due: Forum Responses and Written Work**

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read chapter five in your textbook, evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper in the strict form of a précis** (pronounced pray' see) on the assigned reading by Martens, "Embracing the Law." Detailed instruction for writing the précis is in this syllabus. If you are unsure, please ask for further clarification of this assignment by email. *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.*

## Week 12: April 12—18

### The Book of Numbers

#### Required Readings

+Book of Numbers

+Resource Article #14: Dozeman, "Introduction to the Book of Numbers" *NIB vol 2*, pp. 3-23.

+Resource Article #15: C. H. Felder "Racial Motifs in the Biblical Narratives"

#### Professor's Week 12.1 Audio Posting: Numbers I

#### Professor's Week 12.2 Audio Posting: Numbers II and the Wrath of God

#### Value Added Resources

+*Eerdmans Dictionary* has background articles for this week, including: Numbers-Book; Cities of Refuge; Edom; Peor (ba'al peor); Korah; Face; Wrath; Plague; Balaam; Zelophad's Daughters.

+Additional Resource Article: "Theological Reflections on the Wrath of God in the OT," Terence Fretheim, in *Horizons in Biblical Theology*, vol. 24, 1-26. Available on the Canvas-site.

+Additional Resource Article: Abraham Heschel, "The Meaning and Mystery of Wrath" in *the Prophets*, 358-382.

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required articles for the week, evaluating each one according to your perspective of how it might be helpful. For each required reading, keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

**3. Write a short paper on the assigned topic below.** Be sure to analyze the questions/prompts and the form carefully as you organize your work. . *Hand in written work by uploading your Word.doc on Canvas by Sunday at midnight.*

*Writing Assignment Due:* After surveying the book of Numbers, write a one-two page guide (600-1000 words) of key teaching points for the Church from its *content*. Cite biblical texts in referring to the themes for full credit.

OR memorize and recite the Ten Commandments for me. You may use any version and either Exodus 20:1-5a, 7-10a, 12-17 OR Deuteronomy 5:6-8, 11-14a, 16-21. Please notify me by email when you are ready to recite by phone (before the end of the semester).

## **Week 13: April 19—25**

### **Deuteronomy and the Ten Commandments**

#### **Required Readings**

+ Deuteronomy 1-17

+Resource Article #16: Clements "Introduction to the Book of Deuteronomy" *NIB vol. 2*, 271-289.

+Resource Article #17: Marilyn Robinson, "Moses", in *When I Was a Child, I Read Books*, 95-124.

**Professor's Week 13.1 Audio Posting: Deuteronomy I**

**Professor's Week 13.2 Audio Posting: Ten Commandments**

#### *Value Added Resources*

+*Eerdmans Dictionary* has background articles for this week, including: Deuteronomy-Book; Corporate Personality; Monotheism; Ethics; Daughter; Father; Mother; Mother's House; Heart; Sabbath; Sabbatical Year; Jubilee; Ten Commandments; Commandment; Covet; Murder.

+Additional Resource Article: "What About the Canaanites", Christopher Wright, in *The God I Don't Understand*" (part I, part II). Available on the Canvas-site. The primary source for translated ancient Canaanite literature is J. Gibson, *Canaanite Myths and Legends*, 2<sup>nd</sup> edition (Edinburgh: T&T Clark) 1978. This is a book and is not posted to Canvas.

#### **Assignments Due: Forum Responses and Written Work**

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required articles for the week, evaluating each one according to your perspective of how it might be helpful. For each required reading, keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics.

## Week 14: April 26—May 2

### Deuteronomy II

#### Required Readings

+ Deuteronomy 18-34

+Resource Article #18: Rabbi Eckstein: "Festivals of the Jewish Year" pp. 93-130 (portion).

#### Professor's Week 14.1 Last Audio Posting: Deuteronomy II and the Canaanites

#### Value Added Resources

+*Eerdmans Dictionary* has background articles for this week, including:

Worship; Feasts-Festivals; (1) Passover/Unleavened Bread Feast; (2) Pentecost/Weeks-Feast; Tabernacles-Feast (a.k.a. Booths, Sukkot)/Trumpets-Feast. Canaanites; Ammonites; Amorites; Phoenicians; Philistines; Moab; Moabite Stone; Edom; Ugarit (long on Canaanite culture); Idol; Idolatry; Asherah; Ashtoreth; Ashtaroth; Harlot; Chemosh; Milcom; Molech; Terephim.

#### Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

**1. Forum Posting:** Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *applying* them (two per week) to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics. If you have questions, you can e-mail the instructor.

**2. Reading Journal:** Read the required article for the week, evaluating it according to your perspective of how it might be helpful. Keep track (simple notes) of the main points (for future reference). In a couple of sentences summarize the focus of each reading; then simply state what you found most engaging, troubling, or enlightening. Keep your responses short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See the grading rubrics.

**3. Upload the Reading Journal** that you have been writing during the second half of the semester. Upload it before Sunday at midnight *this week* (as a Word.doc please). *There is no additional writing assignment this week.*

*Note: Late work will be accepted until May 8<sup>th</sup>.*

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