

**BIBL 5210 OLD TESTAMENT 1:
PENTATEUCH AND INTERPRETATION**
Genesis, Exodus, Leviticus, Numbers and Deuteronomy
North Park Theological Seminary Course Syllabus
Spring 2023, 3 Credit Hours
Online

INSTRUCTOR INFORMATION

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Office hours: TBD

COURSE DESCRIPTION

OT1 is a graduate-level seminary course on the basic theological literature of the Hebrew Bible/Old Testament. We will use English translations of the biblical text. This course investigates the overarching narrative content of the first five books of the Old Testament known as the *Torah* in Jewish contexts and as the *Pentateuch* in Christian settings (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). This course provides an overview of the main hermeneutical strategies for interpreting these books (and the OT in general) and the varied commitments behind each approach. The approach in this course 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/preach from these books within the ministries of the Church. The power and passion of the narratives and laws we will read and study together are essential parts of the God-breathed 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 fundamental value in the approach of this course.

TEXTS

Required Textbooks:

An English Bible. You may choose your preferred English version. I will usually read from the NRSV or the NIV in online lectures.

Hamilton, Victor P. *Handbook on the Pentateuch*. 2d ed. Grand Rapids: Baker, 2015.

Required Essays and Chapters on the Canvas Site for the Course:

****Note that many of these readings are quite short. The total required reading, including the Hamilton textbook (but not the Bible), is 923 pages (an average of around 66 pp./week).**

Andiñach, Pablo R. "Denouncing Imperialism: An Argentine Rereading of the Tower of Babel (Gen 11:1–9)." Pages 105–19 in *La Violencia and the Hebrew Bible: The Politics and Histories of Biblical Hermeneutics on the American Continent*. Edited by Susanne Scholz and Pablo R. Andiñach. Semeia Studies 82. Atlanta: SBL, 2016.

Armas, Kat. "Mujeres of Exodus." Pages 51–65 in *Abuelita Faith: What Women on the Margins Teach Us about Wisdom, Persistence, and Strength*. Grand Rapids: Brazos, 2021.

Ateek, Naim. "Who Is My Neighbor?" *Interpretation* 62 (2008): 156–65.

Beldman, David J. H. "Literary Approaches and Old Testament Interpretation." Pages 67–95 in *Hearing the Old Testament: Listening for God's Address*. Edited by Craig Bartholomew and David J. H. Beldman. Grand Rapids: Eerdmans, 2012. **(only pp. 67–86 are required)**

Benckhuysen, Amanda W. "Interpreting Eve." Pages 7–22 in *The Gospel According to Eve: A History of Women's Interpretation*. Downers Grove, IL: InterVarsity, 2019.

- Brown, Jeannine K. "Authors, Texts, Readers: Historical Movements and Reactions," Pages 57–78 in *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic, 2007.
- Brueggemann, Walter. "Sabbath as Alternative." *Word & World* 36 (2016): 247–56.
- Callahan, Allen Dwight. "Exodus." Pages 83–137 in *The Talking Book: African Americans and the Bible*. New Haven, CT: Yale University Press, 2006. **(only pp. 83–89 are required)**
- Carroll R., M. Daniel. "Biblical Perspectives on Migration and Mission: Contributions from the Old Testament." *Mission Studies* 30 (2013): 9–26.
- Davies, Eryl W. "Reader-Response Criticism." Pages 11–35 in *Biblical Criticism: A Guide for the Perplexed*. London: Bloomsbury, 2013.
- De La Torre, Miguel A. "Introduction." Pages 1–13 in *Reading the Bible from the Margins*. Maryknoll, NY: Orbis, 2002.
- deClaissé-Walford, Nancy L. "Genesis 2: 'It Is Not Good for the Human to Be Alone.'" *Review and Expositor* 103 (2006): 343–58.
- Gafney, Wilda C. "Genesis." Pages 15–85 in *Womanist Midrash: A Reintroduction to the Women of the Torah and the Throne*. Louisville: Westminster: John Knox, 2017. **(only pp. 54–71 are required)**
- García Bachmann, Mercedes. "Deuteronomy." Pages 52–63 in *Global Bible Commentary*. Edited by Daniel Patte et al. Nashville: Abingdon, 2004.
- Gilliard, Dominique Dubois. "Pharaoh's Daughter: Leveraging Privilege to Resist Systemic Sin." Pages 21–37 in *Subversive Witness: Scripture's Call to Leverage Privilege*. Grand Rapids: Zondervan, 2021.
- Hill, Andrew, and John H. Walton, "Appendix B: The Composition of the Pentateuch." Pages 761–69 in *A Survey of the Old Testament*. 3d ed. Grand Rapids: Zondervan, 2009.
- Imes, Carmen Joy. "Major Deal: Covenant as Vocation." Pages 40–57 in *Bearing God's Name: Why Sinai Still Matters*. Downers Grove, IL: InterVarsity, 2019.
- Kaiser, Walter C. Jr. "The Canon of the Old Testament." *Unio cum Christo* 5 (2019): 13–26.
- Kim, Hyun Chul Paul. "Reading the Joseph Story (Genesis 37–50) as a Diaspora Narrative." *Catholic Biblical Quarterly* 75 (2013): 219–38.
- Kim, Uriah. "Leviticus 25:1–24." *Interpretation* 65 (2011): 396–98.
- Lansdowne, Carmen. "Economies of Enough." Pages 27–29 in *Unsettling the Word: Biblical Experiments in Decolonization*. Edited by Steve Heinrichs. Maryknoll, NY: Orbis, 2019.
- Marzouk, Safwat. "Interrogating Identity: A Christian Egyptian Reading of the Hagar-Ishmael Traditions." Pages 3–30 in *Colonialism and the Bible: Contemporary Reflections from the Global South*. Edited by Tat-siong Benny Liew and Fernando F. Segovia. Lanham, MD: Lexington, 2018.
- Middleton, J. Richard. "Why Are We Here? Being Human as Sacred Calling." Pages 37–55 in *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids: Baker Academic, 2014.
- Morales, L. Michael. "The Exodus Prefigured." Pages 19–36 in *Exodus Old and New: A Biblical Theology of Redemption*. Downers Grove, IL: InterVarsity, 2020.
- _____. "How the Dwelling Becomes a Tent of Meeting: A Theology of Leviticus." *Unio cum Christo* 5 (2019): 103–19.
- Nelavala, Surekha. "Female Purity in Leviticus and India." Pages 75–76 in *Global Perspectives on the Old Testament*. Edited by Mark Roncace and Joseph Weaver. Upper Saddle River, NJ: Pearson, 2014.
- Ngan, Lai Ling Elizabeth. "Neither Here nor There: Boundary and Identity in the Hagar Story." Pages 70–83 in *Ways of Being, Ways of Reading: Asian American Biblical Interpretation*. Edited by Mary F. Foskett and Jeffre Kah-Jin Kuan. St. Louis: Chalice, 2006.
- Pitkänen, Pekka. "The Boundaries and Limits of Settler Colonialism." Pages 39–44 in *Unsettling the Word: Biblical Experiments in Decolonization*. Edited by Steve Heinrichs. Maryknoll, NY: Orbis, 2019.

- Richter, Sandra L. "The Domestic Creatures Entrusted to 'Ādām." Pages 29–47 in *Stewards of Eden: What Scripture Says about the Environment and Why It Matters*. Downers Grove, IL: InterVarsity, 2020.
- _____. "God's Final Intent: The New Jerusalem." Pages 119–36 in *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: IVP Academic, 2008.
- Ridenour, Randy. "Abandoning Jubilee: The Structural Causes of Poverty." *Review and Expositor* 116 (2019): 6–15.
- Sakenfeld, Katharine Doob. "Numbers." Pages 79–87 in *Women's Bible Commentary*. Edited by Carol A. Newsom, Sharon H. Ringe, and Jacqueline E. Lapsley. 3d ed. Louisville: Westminster John Knox, 2012.
- Simopoulos, Nicole M. "Who Was Hagar? Mistress, Divorcee, Exile, or Exploited Worker: An Analysis of Contemporary Grassroots Readings of Genesis 16 by Caucasian, Latina, and Black South African Women." Pages 63–72 in *Reading Other-Wise: Socially Engaged Biblical Scholars Reading with Their Local Communities*. Edited by Gerald O. West. SBL Semeia Studies 62. Atlanta: SBL, 2007.
- Tushima, Cephas T. A. "The Paradigmatic Role of Genesis 3 for Reading Biblical Narratives about Desire." *Unio cum Christo* 5 (2019): 87–102.
- Walton, John H. "Encountering the Present: Guidance for Life—Law and Wisdom." Pages 269–92 in *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. 2d ed. Grand Rapids: Baker Academic, 2018. **(only pp. 269–79 are required)**
- _____. "Hermeneutical Humility and Origins in Genesis." *Cultural Encounters* 12 (2017): 34–43.
- Warrior, Robert Allen. "Canaanites, Cowboys, and Indians: Deliverance, Conquest, and Liberation Theology Today." *Christianity and Crisis* (September 11, 1989): 261–65.
- Webb, William J., and Gordon K. Oest. "Introduction: Rethinking Holy War Texts." Pages 11–21 in *Bloody, Brutal, and Barbaric? Wrestling with Troubling War Texts*. Downers Grove, IL: IVP Academic, 2019.
- Yamada, Frank M., Randall C. Bailey, Jorge Pixley, Madeline McClenney-Sadler, and Wilda C. Gafney. "The Torah (or Pentateuch)." Pages 107–18 in *The Peoples' Companion to the Bible*. Edited by Curtiss Paul DeYoung et al. Minneapolis: Fortress, 2010.
- Zilonka, Paul P., and Michael J. Gorman. "The Bible: A Book, A Library, a Story, an Invitation." Pages 3–22 in *Scripture and Its Interpretation*. Edited by Michael J. Gorman. Grand Rapids: Baker Academic, 2017.

Some Further Helpful Sources:

- Adeyemo, Tokunboh, ed. *Africa Bible Commentary: A One-Volume Commentary Written by 70 African Scholars*. Grand Rapids: Zondervan, 2006.
- Arnold, Bill T., and Brent A. Strawn, eds. *The World Around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker, 2016.
- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody Publishers, 2009.
- Birch, Bruce C., Walter Brueggemann, Terrence E. Fretheim, and David L. Peterson. *A Theological Introduction to the Old Testament*. 2d ed. Nashville: Abingdon, 2005.
- Brenner, Athalya, and Archie Chi Chung Lee, eds. *Leviticus and Numbers*. Texts and Contexts. Minneapolis: Fortress, 2013.
- Brenner, Athalya, Archie Chi Chung Lee, and Gale A. Yee, eds. *Genesis*. Texts and Contexts. Minneapolis: Fortress, 2010.
- Brenner, Athalya, and Gale A. Yee, eds. *Exodus and Deuteronomy*. Texts and Contexts. Minneapolis: Fortress, 2012.
- Elwell, Walter A., ed. *Baker's Evangelical Dictionary of the Old Testament*. Grand Rapids: Baker, 1996. Available online: <https://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/>.
- Fentress-Williams, Judy. *Holy Imagination: A Literary and Theological Introduction to the Whole Bible*. Nashville: Abingdon, 2021.

- Freedman, D. N., ed. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Kim, Brittany, and Charlie Trimm. *Understanding Old Testament Theology: Mapping the Terrain of Recent Approaches*. Grand Rapids: Zondervan, 2020.
- King, Philip J., and Lawrence Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox, 2001.
- Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- Longman III, Tremper. *Old Testament Commentary Survey*. 5th ed. Grand Rapids: Baker, 2013.
- Provan, Ian, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. 2d ed. Louisville: Westminster John Knox, 2015.
- Sailhammer, John S. *The Meaning of the Pentateuch: Revelation, Composition and Interpretation*. Downers Grove, IL: InterVarsity Press, 2009.
- Vanhoozer, Kevin J., ed. *Dictionary for the Theological Interpretation of the Bible*. Grand Rapids: Baker, 2005.
- Walton, John H. *The Lost World of Genesis One: Ancient Cosmology and the Origins Debate*. Downers Grove, IL: InterVarsity Press, 2009.
- _____. *The Lost World of Adam and Eve: Genesis 2-3 and The Human Origins Debate*. Downers Grove, IL: InterVarsity Press, 2015.
- Walton, John H., ed. *Zondervan Illustrated Bible Background Commentary*. 5 vols. Grand Rapids: Zondervan, 2009.
- Walton, John H., and Tremper Longman III. *The Lost World of the Flood: Mythology, Theology and the Deluge Debate*. Downers Grove, IL: InterVarsity Press, 2018.
- Walton, John H., Victory H. Matthews, and Mark W. Chavalas. *The IVP Bible Background Commentary: Old Testament*. Downers Grove, IL: InterVarsity, 2000.
- Walton, John H., et al., eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2018.
- **Other resources, including helpful commentaries on each book, will be introduced in class.**

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:

OT1 LEARNING OUTCOMES

1. Students will learn to recognize and describe: (a) the general historical backgrounds; (b) the literary structure; (c) the primary people, places and events; (d) the major interpretive issues; and (e) significant theological themes in the five books of the Pentateuch, as well as (f) general approaches to interpreting the Bible, by preparing for a midterm exam and doing a take-home final exam.

[Knowledge, Comprehension]

2. Students will interpret a selected text from the Pentateuch with attention to the worlds behind, within, and in front of the text and will interact with scholarly perspectives on the text by doing a series of four interpretation assignments and a group presentation.
[Comprehension, Analysis, Synthesis, Application]
3. Students will complete a reading journal on the required readings, analyzing scholarly views and applying them to their current ministry setting.
[Analysis, Evaluation, Application]

GRADING

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

1. Interpretation Assignment 1	7%	6. Reflection Papers/Discussion Forums	28%
2. Interpretation Assignment 2	10%	7. Completion of Readings	5%
3. Interpretation Assignment 3	15%	8. Midterm	15%
4. Interpretation Assignment 4	10%	9. Take-home Final	10%

Late *written* assignments will be marked down by 2% per day, late *readings* will be worth half credit.

The North Park Theological Seminary grading scale is as follows:

A	95-100		
A-	93-94		
B+	91-92	C-	78-79
B	88-90	D+	76-77
B-	86-87	D	72-75
C+	84-85	D-	70-71
C	80-83	F	0-69

COURSE ASSESSMENTS:

All assignments are due by Saturday night at 11:59pm CST unless otherwise noted.

1. Interpretation Assignments: 42% of final grade

[Comprehension, Synthesis, Application]

- Each student will choose a biblical passage from the Pentateuch in consultation with the instructor (NOT Gen 1–3, 16, or 21) and do a series of four assignments on the passage they have chosen:
 - **Interpretation Assignment 1: 7% of final grade** – A 2-3 page double-spaced paper on the world behind the text, addressing the following questions:
 - What is the general historical situation of the passage?
 - What people, places, customs, cultural understandings, etc. in the passage require explanation?

The paper should use at least two sources, such as the following Bible background commentaries:

- Walton, John H., ed. *Zondervan Illustrated Bible Background Commentary*. 5 vols. Grand Rapids: Zondervan, 2009.
- Walton, John H., Victory H. Matthews, and Mark W. Chavalas. *The IVP Bible Background Commentary: Old Testament*. Downers Grove, IL: InterVarsity, 2000.

- **Interpretation Assignment 2: 10% of final grade** – An outline of the passage and list of exegetical observations on the text in its context (Do NOT use any sources for this assignment. See the course website for an example.)
- **Interpretation Assignment 3: 15% of final grade** – A 5–6 page double-spaced paper on the world of the text, which includes:
 - An introduction, situating the passage in its prior literary context.
 - A section-by-section discussion of the passage (following your outline from the previous assignment), which considers structural elements, flow, literary devices, interpretive difficulties, etc.—with attention to the passage’s genre—and considers how these affect our understanding of the passage.
 - *(Optional)* A brief consideration of how the passage contributes to its subsequent literary context or the canon as a whole.

The paper should interact with at least five sources, such as commentaries or essays.

- **Interpretation Assignment 4: 10% of final grade** – Begin by choosing either:
 - a context where you might preach or teach on your passage (e.g., in a Sunday sermon, a youth group, a Bible study, etc.) OR
 - a contemporary issue that your passage could speak to.

Create a short sermon, Bible study curriculum, poem or song, artistic work (with explanation), persuasive essay, etc., communicating how your passage applies to that group/issue. Be creative in your means of expression, but make sure that your application of the passage is firmly rooted in your exegetical work and draw clear connections to particular details in the passage. No sources are required.

Grading Rubric for Interpretation Assignments (out of 100 points)			
Criteria	High	Mid	Low
Content coverage	The assignment reflects broad coverage of the specified topic.	The assignment includes some material relevant to the topic.	The assignment does not include much relevant material.
Depth of insight	The assignment shows deep insight and reflection on the details of the biblical text in its specified context(s).	The assignment shows some insight and reflection.	The assignment shows a lack of insight.
Writing style	The assignment is clearly written, concrete, and specific.	The assignment is understandable but somewhat vague or general.	The assignment is unclear.
Use of sources	The assignment reflects significant interaction with the required number of sources and cites sources using a proper formatting style.	The assignment interacts with fewer than the required number of sources, does not format them properly, or does not contain sufficient engagement with them.	The assignment does not make much use of sources.

2. **Reading** – 5% of final grade for completing the required reading. You will turn in a **reading chart** (available on the course website) at the end of the semester to show which readings you completed. Readings completed late will be worth half credit.

3. **Reflection Papers/Discussion Forums:** 28% of final grade for weekly response (2% per week) to the readings and lecture, which will involve either:

- A journal entry of around 2-pages single-spaced (no more than 3 pages) offering your reflections on the week's reading and/or lecture content –OR–
- Participation in a discussion forum

See the schedule below for which weeks require a journal entry and which weeks require a discussion forum.

- **Reflection papers** are informal papers. They don't need to have an introduction or conclusion, and they can contain multiple sections that aren't integrated with each other. The aim is simply to give you space to engage with the readings and/or lecture, as you might during discussion in a face-to-face class. You may choose to focus on one reading or the lecture or to interact with all of the material. What I don't want to see is simply a summary of what you read or heard. Your reflection paper should contain critical engagement with the course material. For example, you may want to consider some of the following questions as you seek to critically engage with the readings:

- What general hermeneutical approach does this author take and how does it relate to or challenge my own approach? How does the author's approach affect his/her reading of the biblical text?
- What struck me in the reading, and why?
- How would I evaluate the reading's strengths and weaknesses?
- What can I learn from this reading, and how will it affect my approach to interpretation, my reading of specific passages, and/or my engagement in ministry?

And some questions you might want to consider when interacting with the *lecture* material include:

- How might I respond to one or more of the questions the professor asked?
- When the professor gave multiple interpretive options on a particular text, which do I find most convincing, and why?
- How is my approach similar to the professor's and how is it different?
- For **discussion forums**:
 - Initial discussion posts of **400 words** responding to the prompt are **due by 11:59 pm Thursday night**. You are then required to post **two substantive responses** of at least **100 words** to other students' posts **by 11:59 pm Saturday night**. Please **be courteous and respectful** and responses and try to stimulate further dialogue. In your responses, you may choose to:
 - Offer further support for or elaboration on a student's point.
 - Respectfully disagree with a student, offering evidence for your contrary view.
 - Raise further questions related to a student's post.
 - Relate a student's post to something else we have studied in this class or to your own life.

Grading Rubric for Reflection Papers/Discussion Posts			
Criteria	High	Mid	Low
Engagement with the readings/lecture	The reflection paper/discussion posts exhibit substantial critical engagement with significant points made in one or more of the assigned readings and/or lecture.	The journal entries/discussion posts exhibit limited critical engagement with significant points made in the readings/lecture.	The journal entries/discussion posts do not include much critical engagement with significant points made in the readings/lecture..
Depth of insight	The journal entries/discussion posts show deep insight and reflection on the readings/lecture and on their relationship to the student's ministry context.	The journal entries/discussion posts show some insight and reflection.	The journal entries/discussion posts show a lack of insight.

4. **Midterm Exam and Final Exam: 25% of final grade**

a. *Midterm Exam: 15% of final grade*

- The midterm exam will be an essay test, and the questions will be distributed ahead of time. It will cover our study of hermeneutics, the Pentateuch as a whole, and Genesis, and it will be taken in class during week 7.

b. *Final Exam: 10% of final grade*

- The final exam will be a take-home essay exam covering Exodus, Leviticus, Numbers, and Deuteronomy, and themes in the Pentateuch as a whole. It will be due at the beginning of the final exam period.

Grading Rubric for Midterm and Final Exam Questions			
Criteria	High	Mid	Low
Content coverage	The essay includes a wide breadth of relevant material.	The essay includes some relevant material.	The essay does not include much relevant material.
Depth of insight	The essay shows deep insight and reflection on the material covered.	The essay shows some insight and reflection.	The essay is lacking in insight and reflection.
Engagement with the Bible	The essay draws on particular biblical texts where necessary to illustrate points.	The essay engages with the Bible but does not use specific or particularly relevant examples.	The essay does not include significant engagement with biblical texts.
Writing style	The essay is clearly written, concrete, and specific.	The essay is understandable but somewhat vague or general.	The essay is unclear.

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.

INCOMPLETE POLICY

If, due to extenuating circumstances (specifically: pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. *Overscheduling and/or lack of self-discipline are not considered extenuating circumstances.* If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course.

If you have not yet established services and have a permanent disability or temporary health condition that requires accommodations, please contact the Disability Access Specialist by email (ada@northpark.edu) or phone (773-244-5737) or stop by the Center for Student Engagement, located on the first floor of the Johnson Center. Student Engagement facilitates the interactive process that establishes reasonable accommodations.

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	Dates	Topic	Assignments
1	1/17–21	Introduction to the Class, Syllabus Overview	<i>Read Syllabus</i> <i>Listen to Introduction lecture</i>
		The World Behind the Text: Hermeneutics 1	<i>Read Zilonka and Gorman, “The Bible,” 3–22</i> <i>Brown, “Authors, Texts, Readers,” 57–78</i> <i>Hill and Walton, “Appendix B,” 761–69</i> <i>Listen to Hermeneutics 1 lecture</i> <i>Turn in Reflection Paper 1</i>

Week	Dates	Topic	Assignments
2	1/23–28	<i>J-Term: No class</i>	
3	1/30–2/4	Genesis 1: Creation	<i>Read</i> Genesis 1 Hamilton, ch. 1, “Creation and the Fall” (<i>only</i> 19–39) Walton, “Hermeneutical Humility,” 34–43 Middleton, “Why Are We Here?” 37–55 <i>Listen to</i> Genesis 1 lecture
		Genesis 2: Creation Revisited	<i>Read</i> Genesis 2 Yamada, “Introduction to the Pentateuch,” and Bailey, “Genesis,” in Yamada et al., “The Torah,” 107–12 deClaissé-Walford, “Genesis 2,” 343–58 <i>Listen to</i> Genesis 2 lecture <i>Participate in</i> Discussion Forum 1
4	2/6–11	The World of the Text Itself: Hermeneutics 2	<i>Read</i> Beldman, “Literary Approaches,” <i>only</i> 67–86 are required <i>Listen to</i> Hermeneutics 2 lecture
		Genesis 3: The Fall into Sin	<i>Read</i> Genesis 3 Hamilton, ch. 1, “Creation and the Fall” (39–47) Tushima, “Paradigmatic Role,” 87–102 Benckhuysen, “Interpreting Eve,” 7–22 <i>Listen to</i> Genesis 3 lecture <i>Select</i> passage for interpretation assignments <i>Turn in</i> Reflection Paper 2
5	2/13–18	The Reader in Front of the Text: Hermeneutics 3	<i>Read</i> Davies, “Reader-Response Criticism,” 11–35 <i>Listen to</i> Hermeneutics 3 lecture
		Genesis 4–11: The Sin Spiral	<i>Read</i> Genesis 4–11 Hamilton, ch. 2, “Sequence after Creation and the Fall (57–77)” Andiñach, “Denouncing Imperialism,” 105–19 <i>Listen to</i> Genesis 4–11 lecture <i>Turn in</i> Reflection Paper 3

Week	Dates	Topic	Assignments
6	2/20–25	Canonical Text and Contextual Theologies: Hermeneutics 4	Read Kaiser, “Canon of the OT,” 13–26 De La Torre, “Introduction,” 1–13 Carroll, “Biblical Perspectives,” 9–26 <i>Listen to Hermeneutics 4 lecture</i>
		Genesis 12–25: Abram and Sarai; Isaac and Rebekah	Read Genesis 12–25 Hamilton, ch. 3, “Abraham” (81–101) Morales, “Exodus Prefigured,” 19–36 <i>Listen to Genesis 12–25 lecture</i> Turn in Reflection Paper 4 Turn in Interpretation Assignment 1
7	2/27–3/4	Contextual Readings of the Hagar Narrative (Gen 16 and 21)	Skim Genesis 16 and 21 again Read Ngan, “Neither Here nor There,” 70–83 Simopoulos, “Who Was Hagar?” 63–72 Marzouk, “Interrogating Identity,” 3–30 <i>Listen to Genesis 16 and 21 lecture</i>
		Genesis 26–36: Jacob-Israel and Leah, Rachel, Bilhah, Zilpah	Read Genesis 26–36 Hamilton, ch. 4, “Jacob” (108–18) Gafney, “Genesis,” <i>only</i> 54–71 are required <i>Listen to Genesis 26–36 lecture</i> Participate in Discussion Forum 2
8	3/6–3/11	Genesis 37–50: Joseph and Aseneth	Read Genesis 37–50 Hamilton, ch. 5, “Joseph” (121–34) Kim, “Reading the Joseph Story,” 219–38 <i>Listen to Genesis 37–50 lecture</i> Turn in Reflection Paper 5
		Midterm	Take Midterm (without books or notes)
9	3/13–18	<i>Reading Week—No class</i>	

Week	Dates	Topic	Assignments
10	3/20–25	Exodus 1–4: Moses	<i>Read</i> Exodus 1–4 Hamilton, ch. 6, “Emergence of Moses” (135–51) Armas, “Mujeres of Exodus,” 51–65 Gilliard, “Pharaoh’s Daughter,” 21–37 <i>Listen to</i> Exodus 1–4 lecture
		Exodus 5–15: Bondage and Hardening; Disaster and Deliverance	<i>Read</i> Exodus 5–15 Hamilton, ch. 7, “Plagues, Passover, and the Exodus” (157–73) Callahan, “Exodus,” only 83–89 are required Pixley, “Exodus,” in Yamada et al., “The Torah,” 112–13 <i>Listen to</i> Exodus 5–15 lecture <i>Participate in</i> Discussion Forum 3 <i>Turn in</i> Interpretation Assignment 2
11	3/27–4/1	Exodus 15–18: Creation of a People by the Word of God Genre of Law	<i>Read</i> Exodus 16–18 Hamilton, ch. 8, “Testing in the Wilderness” (177–83) Lansdowne, “Economies of Enough,” 27–29 Walton, “Encountering the Present,” only 269–79 are required <i>Listen to</i> Exodus 16–18 and Law lecture
		Exodus 19–24: At Sinai and the Fear of the Lord	<i>Read</i> Exodus 19–24 Leviticus 25 Hamilton, ch. 9, “Law and Covenant” (184–209) Ridenour, “Abandoning Jubilee,” 6–15 Kim, “Leviticus 25:1–24,” 396–98 <i>Listen to</i> Exodus 19–24 lecture <i>Turn in</i> Reflection Paper 6

Week	Dates	Topic	Assignments
12	4/3–8	Exodus 25–40: Name of the LORD, Golden Calf and Tabernacle	<i>Read</i> Exodus 25–40 Hamilton, ch. 10, “Tabernacle, the Golden Calf, and Covenant Renewal” (214–26) Richter, “God’s Final Intent,” 119–36 <i>Listen to</i> Exodus 25–40 lecture
		Law in Leviticus, I	<i>Read</i> Leviticus 1–15 Hamilton, chs. 11–13, “Sacrificial System” (231–46), “Priestly Ordination” (251–57), and “Clean and Unclean” (259–68) McClenney-Sadler, “Leviticus,” in Yamada et al., “The Torah,” 113–14 Nelavala, “Female Purity,” 75–76 <i>Listen to</i> Leviticus 1–15 lecture <i>Turn in</i> Reflection Paper 7
13	4/11–15	Law in Leviticus, II	<i>Read</i> Leviticus 16–27 Hamilton, chs. 14–15, “Day of Atonement” (271–79) and “Holiness Manifesto” (281–93) Ateek, “Who Is My Neighbor?” 156–65 Morales, “How the Dwelling,” 103–19 <i>Listen to</i> Exodus 16–27 lecture
		Numbers, I	<i>Read</i> Numbers 1–12 Hamilton, ch. 16, “Preparations for Departure” (303–17), and part of ch. 17, “From Sinai to Kadesh” (<i>only</i> 322–26) Gafney, “Numbers,” in Yamada et al., “The Torah,” 114–15 <i>Listen to</i> Numbers 1–12 lecture <i>Turn in</i> Reflection Paper 8 <i>Turn in</i> Interpretation Assignment 3

Week	Dates	Topic	Assignments
14	4/17–22	Numbers, II, and the Wrath of the LORD	<i>Read</i> Numbers 13–25 Hamilton, the rest of ch. 17, “From Sinai to Kadesh” (326–37), and part of ch. 18 “From Kadesh to Moab” (only 341–52) <i>Listen to</i> Numbers 13–25 lecture
		Numbers, III, and the Conquest	<i>Read</i> Numbers 26–36 Hamilton, the rest of ch. 18 “From Kadesh to Moab” (only 352–60) Pitkänen, “Boundaries and Limits,” 39–44 Warrior, “Canaanites,” 261–65 Webb and Oeste, “Introduction,” 11–21 <i>Listen to</i> Numbers 26–36 lecture <i>Turn in</i> Reflection Paper 9
15	4/24–29	Deuteronomy, I	<i>Read</i> Deuteronomy 1–11 Hamilton, chs. 19–20, “Remember the Past” (367–83) and “Be Careful” (390–400) García Bachmann, “Deuteronomy,” 52–63 <i>Listen to</i> Deuteronomy 1–11 lecture
		The Ten Commandments	<i>Read</i> Imes, “Major Deal,” 40–57 Brueggemann, “Sabbath as Alternative,” 247–56 <i>Listen to</i> Ten Commandments lecture <i>Turn in</i> Reflection Paper 10
16	5/1–6	Deuteronomy, II	<i>Read</i> Deuteronomy 12–34 Hamilton, chs. 21–23, “Laws of Deuteronomy” (402–35), “Blessings and Curses” (444–51), and “Moses’ Farewell” (453–61) Richter, “Domestic Creatures,” 29–47 <i>Listen to</i> Deuteronomy 12–34 lecture
		Wrapping Up	<i>Listen to</i> Wrapping Up lecture <i>Participate in</i> Discussion Forum 4 <i>Turn in</i> Interpretation Assignment 4
17	5/11–12	Final Exam	<i>Turn in</i> Final Exam (open book and note)