

Syllabus for BIBL 5210-01
Old Testament 1: Pentateuch and Interpretation
Genesis, Exodus, Leviticus, Numbers, Deuteronomy
Fall 2018 Campus (18/S1) 3 Credit Hours
Mondays and Wednesdays, 8:00-9:15 a.m.
North Park Theological Seminary
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Introductory Comments/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-hour graduate course requires a substantial amount of reading and writing. Please read the syllabus thoroughly for details. It is your roadmap. You will need access to a good Old Testament library to do your written work. See the recommended list in this syllabus. The Canvas-site for this course contains many of the course documents in digital form. Please log-in and become familiar with it: <https://northpark.instructure.com/>

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 Reading

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, 2, and 3 at NPTS. On RESERVE in the library.

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!*
In the library REFERENCE section.

If you have not previously studied the Bible at the college level, a basic introduction can 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 (3rd ed., 2003; 4th ed. March, 2008). Also recommended is *Old Testament Survey* (LaSor, Hubbard, and Bush).

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 midterm 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): Cesy 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.

+Tremper 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."

Course Requirements in Brief

1) Class attendance/participation (10%)

2) Completion of weekly writing assignments (40%)

3) Mid-term exam (30%)

4) Completion of an annotated reading journal (20%)

Upload all your written assignments to Canvas. Late assignments will be marked down by 2% per day.

Course Requirements in Detail

The general guideline is six (6) hours of work outside of class per week for a three (3) credit hour class. See the Class Schedule in this syllabus for the sequence.

1) Reading the assigned weekly biblical texts and textbooks.

Read the Bible and the secondary literature assigned as background information for the next week's lectures. Keep track (simple notes) of the main points of the secondary reading for future reference in exam preparation. In the second half of the semester, you will be required to hand in an *Annotated Reading Journal*, which will record your summary of the required readings for each week. You will add to this Journal each week and submit it for grading in Week 14. See *the Grading Rubrics at the end of this syllabus*.

2) Weekly Writing Assignment Instructions (40% of grade).

See Class Schedule in this syllabus for topics and due dates. Here is the basic information.

Format

Single spaced. Word.doc. See individual assignments for length. Cite all sources. If you use Turabian's "in text" format instead of full footnotes or endnotes, you must add a bibliography.

Content

Your short essays should directly address the questions assigned each week in the "Class Schedule." For some assignments, you will want to consult your textbook, *Eerdmans' Dictionary* or sources listed under "Recommended Reading."

Some of your writing assignments will instruct you to "Write a *précis*." >>

Instructions for Writing a Précis

Précis means "a brief summary of essential points" or "a precise abstract." The form is as important as the content for the grade.

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:

- a. What is the author's interest? What question or problem is she or he addressing?
- b. What is the main point of the author's "answer" to that question?
- c. How does the author build her or his argument? What warrants (proof or logic) are offered?
- d. Briefly summarize the main argument, step by step.

In 1/4th of the page offer your "critique" of the arguments which may include:

- 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?

Always be sure to add the bibliographic reference of your article (Author, Title, Publishing information, page numbers).

Optional writing assignment: You may memorize and recite Deuteronomy 6:3-12 in place of any one writing assignment. Please notify me by email when you are ready to recite. This must be done before the last week of regular class.

3) One Objective Mid-term Exam (30% of grade)

I will give you a complete study-guide several weeks before the exam. The guide will give you an idea of what may be included. I will ask you to describe basic concepts, people, and events.

4) Annotated Reading Journal (20% of grade)

This course does not have a final exam. In the second half of the semester you will be required to keep an annotated reading journal (i.e., a Word.doc) compiled weekly in a single document and handed in to the Professor in Week 14.

Here is how you will create it:

1. Read the assigned texts, keeping track (simple notes) of the main points.
2. In a couple of sentences summarize, i.e. *annotate* the reading.
 - State the focus of the 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.
3. Please include a bibliographic reference with your annotation for each assigned reading. Be sure to back up your work. See grading rubrics in this syllabus.

This course does not have a final exam.

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.

GRADING RUBRICS

Summary: 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 requirements:

- | | | |
|----|---------------------------------------|------------------------------|
| 1. | Participation/Attendance | 10 percentage points maximum |
| 2. | Writing Assignments | 40 percentage points maximum |
| 3. | Mid-term Exam | 30 percentage points maximum |
| 4. | Journal Responses to Required Reading | 20 percentage points maximum |

Detail of Grading Rubrics

1. **Attendance** is required in this course. Please be prompt and arrive prepared.
10% of total grade

2. **Writing Assignments** account for 40% of your total grade.
Almost every week you will be writing a short paper on an assigned topic. Instructions for completing these assignments can be found in weeks Article #2-6 and Article #8-12.

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	

3. A Mid-term Exam accounts for 30% of your total grade.

In Week Seven you will take a fact-based exam (short answer and/or multiple choice). A study guide will be provided several weeks in advance. 30% of total grade.

4. Annotated Journal Responses to Required Reading accounts for 20% of your total grade. Every week in the second half of the semester, you will read and respond to required reading in your textbooks or in articles provided to you. Your “journal” of responses will be uploaded at the end of the semester (as a Word.doc, please). Write them every week, but upload them once at the end of the semester.

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

Rubric for Annotated 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 all 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"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 90% of all 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"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 80% of all 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"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 10-70% of all 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"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening

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.

North Park Theological Seminary Grading Standard

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

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>

Class Schedule

Please Note

1. READING: Required articles that are not in your required textbooks will be posted on the Canvas-site for this course.
2. WRITING: Writing assignments are due almost every week. For example, see *Week One* in this syllabus for the paper that is due on Monday of the second week of class. Upload your papers by the end of the day on Monday (midnight) to Canvas. Late papers will be reduced 2% per day. For guidelines, see the “Weekly Writing Assignment Instructions” in this syllabus. In place of one assignment, you may memorize and recite Deuteronomy 6:3-12. Please notify me by email to do this and let me know when you are ready to recite. This must be done before last week of class.
3. PLANNING: Please read the syllabus.

Week 1: August 27—September 2 Introduction to Old Testament 1: Hermeneutics 1

Reading Assignments

Read through this syllabus. Purchase your textbooks. You will need them beginning in Week 3.

Read the assigned texts (listed here with a +) in preparation for Monday of next week.

+Chapter 1 of Genesis

+Canvas-site Article #1*: Blenkinsopp, “Introduction to the Pentateuch” in *New Interpreters’ Bible, vol. 1*, 305-18

+Canvas-site Article #2*: Anderson, Bruckner, and Snodgrass, “The Centrality of the Word of God”

*Articles are online on Canvas: <https://northpark.instructure.com/>

Writing Assignment Due on Canvas by Monday, September 4:

In 500 words or less, 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.” You may, but do not need to, use the Evangelical Covenant Church perspective article listed in this syllabus (“The Centrality”) as background, but do not quote or attempt to summarize it. Explain the meanings of the quotation in your own words.

Hand it in on time by uploading a Word.doc, before midnight on Monday on Canvas.

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

Lectures

Monday: Lecture 1.1 Introduction to the Course

Wednesday: Lecture 1.2 The World *Behind* the Text: Hermeneutics 1

Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week. Be sure to see the sixteen maps in the back as well as the Hebrew Aleph-Beth and the following:

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.

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

+Additional Resource Article: “Archeology” in LaSor, *OT Survey*, 641-52.

Available on the Canvas-site.

Week 2: September 3—9 Genesis 1

Reading Assignments

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

Writing Assignment Due September 11:

- Write a **précis*** (pronounced *pray’ see*) on assigned reading: Walton, “A Historical Adam”.
- *Detailed instruction for writing the précis can be found in this syllabus and on Canvas.
- Hand it in on time by uploading a Word.doc, before midnight on Monday the 11th on Canvas.

Lectures: (no class on Labor Day)

Wednesday Lecture 2.1 Genesis 1: Creation

Value Added Resources

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

On Interpretation: Pentateuch; Revelation; Genre; Dispersion (diaspora); Canon of the OT; Masoretic Text; Leningrad Codex; Text of the OT (long); Bible

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

+Additional Resource Article: “Transcripts of the Trinity” Cheryl Bridges Johns, *Ex Auditu*, volume 30. Available on the Canvas-site.

Week 3: September 10—16 Genesis 2 and Hermeneutics 2

Reading Assignments

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

Writing Assignment Due September 18:

- Write a **précis** on the Exum article assigned this week. Detailed instruction for writing the précis can be found at the front of this syllabus. Hand it in on time by uploading a Word.doc, before midnight on Monday the 18th on Canvas.

Lectures

Monday: Lecture 3.1 Genesis 2: Creation Revisited

Wednesday: Lecture 3.2 *The World of the Text Itself:* Hermeneutics 2

Value Added Resources

+Your required textbook, *Eerdmans Dictionary* has background articles for this week, including: Bible translation; Emendations of the Scribes; Greek Versions (of OT).

+Additional Resource Article: “Collapse of Historical Criticism,” Tremper Longman III, in *Introduction to the OT*, 42-51. Available on the Canvas-site.

Week 4: September 17—23 Genesis 3 and Hermeneutics 3

Reading Assignments

- +Genesis 3
- +Textbook chapter 3, “Promises Made, Threatened, and Fulfilled” in Birch, et al.
- +Canvas-site Article #5A: Bruce L. Fields, “What is Black Theology?” in *Introducing Black Theology: 3 crucial questions for the Evangelical Church*, pp. 11-36.
- +Canvas-site Article #5B: Justo Gonzales, “Reading the Bible in Spanish” in *Mañana: Christian Theology from a Hispanic Perspective* (Nashville: Abingdon) 75-87.

Writing Assignment Due September 25:

- Write a *précis* on Fields’ or Gonzales’ articles assigned this week.
- Detailed instruction for writing the *précis* can be found at the front of this syllabus.

Lectures

Monday: Lecture 4.1 Genesis 3: The Falling Out

Wednesday: Lecture 4.2 The Reader *in Front of* the Text: Hermeneutics 3

Week 5: September 24—30 Genesis 4—11 and Hermeneutics 4

Reading Assignments

- +Genesis 4-11
- +Canvas-site Article #6 from Longman: “Before the Land I,” 107-123 in *A Biblical History of Israel*.
- +Canvas-site Article #7: Friedman, “Deception for Deception”

Writing Assignment Due October 2:

- 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.

Lectures

Monday: Lecture 5.1 Genesis 4-11: Brokenness, Bondage, and Rebellion

Wednesday: Lecture 5.2 Canonical Text and Contextual Theologies: Hermeneutics 4
(Lund Lectures at 9:00 a.m.)

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.
- On Interpretation:* Deuteronomistic History; Hezekiah-King; Josiah-King; Hilkiah; Historiography-Biblical.
- +Achtmeier, “Why God is Not Mother”

Week 6: October 1—7**Genesis 12—50***Reading Assignment*

- +Genesis 12-50
- +Midterm Exam Study Guide

Assignment

+Prepare for midterm using the Study Guide. Review the content of Genesis, lectures, and readings. Your required textbook, *Eerdmans Dictionary* has many background articles for preparing for your mid-term exam. They are listed in this syllabus, in weeks 1-6 under *Value Added Resources*. No written work is due this week.

Lectures

Monday: Lecture 6.1 Genesis 12-26: Abram/Sarai/Hagar; Isaac/Rebekah

Wednesday: Lecture 6.2 Genesis 27-50: Jacob-Israel/Leah, Rachel, Bilhah, Zilpah; Joseph/Aseneth

Value Added Resources

+Additional Resource Article: "Genesis: Patriarchal History" by LaSor in *OT Survey* is available on the Canvas-site.

+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); Beersheba; 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.

Week 7: October 8—14**Mid-term Examination Week (Hermeneutics and Genesis)****Lecture Hours**

Monday: Class will not meet. (mid-term study day)

Wednesday: **Mid-term examination** (Genesis and Hermeneutics)

[OCTOBER 15—21 is READING WEEK. See Week 8 reading and writing assignments.]

Week 8: October 22—28

Exodus 1—14

Reading Assignments

+Exodus 1-14

+Canvas-site Article #8 from Longman, “Before the Land II,” 125-137 in *A Biblical History of Israel*. (journal entry)

+ Canvas-site Article #9: Carol Redmount, “Bitter Lives,” 58-89 (ed. Coogan, *Oxford History of the Biblical World*, 2001.) (journal entry)

Writing Assignment I: Begin your *Annotated Reading Journal*.

In the second half of the semester you are required to keep an annotated reading journal (i.e., a Word.doc) compiled weekly in a single document and handed in to the Professor in Week 14.

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

1. Read the assigned texts each week, keeping track (simple notes) of the main points;
2. Begin by writing the bibliographic reference for each assigned reading (except Bible).
3. In a couple of sentences summarize, i.e. *annotate* each reading for that week. (For example, this week make two entries, one for Longman and another for Redmount. Bible reading is not included in this assignment.)
 - 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.

See the grading rubrics at the end of this syllabus.

Writing Assignment II: Look ahead to next week for a longer paper that will be due Nov. 6th. It is a 1500 word paper, so you may want to begin early. This paper will also be important for your vocational Portfolio at NPTS. Your writing and the professor’s comments and grade will become a permanent part of your NPTS record.

Lectures

Monday: Lecture 8.1 Introduction to Exodus

Wednesday: Lecture 8.2 Exodus 1—14: Bondage and Hardening; Disaster and Deliverance

Value Added Resources

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

Week 9: October 29—November 4 Exodus 15—24

Reading Assignments

+Exodus 15-24

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

+Canvas-site Articles #10A-#10F. Read *two* essays on Exodus from the six listed above in week eight. (no journal entries)

Instructions and grading rubrics can be found in this syllabus.

Writing Assignment Due on November 6th

Here are the instructions for writing on interpreting the Exodus:

1. Write a paper of approximately 1500 words (about three single-spaced pages) describing and comparing *two* of the six articles made available to you.
2. Find the six articles on the Canvas-site (<http://northpark.mrooms3.net/>) and choose two from the following, listed here by author and social location: Asian Feminists; Ateek (Palestinian). Ela, (Black African); Moon, (Korean); Pixley (Latin American); and Warrior (Native American). The six articles are also on Library Reserve. Ask at the desk for the book *Voices from the Margin: Interpreting the Bible in the Third World*. Edited by R.S. Sugirtharajah. Maryknoll: Orbis, 1995. (This edition is out of print. Three copies are available on reserve.)
3. After reading your two articles, 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).
4. 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).
5. In the remaining 500 words, write several paragraphs comparing and contrasting the two articles. Be sure to include the role of the following in the articles: God; *Exodus* as the Word of God; and the specific social profile of each author.
6. 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!)

Please Note: This paper will be graded on a twenty-point scale and have 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.

Lectures

Monday: Lecture 9.1 Exodus 15—18: Creation of a People by the Word of the LORD

Wednesday: Lecture 9.2 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*. Available on the Canvas-site.

Week 10: November 5—11 Exodus 25—40 and Introduction to Leviticus

Reading Assignments

- +Exodus 25-40 with special attention to Exodus 32-34.
- +Canvas-site Article #11: Mary Douglas, *Leviticus as Literature*, chapter one. (no journal entry)
- +Canvas-site Article #12: John Walton, *Equilibrium and the Sacred Compass: The Structure of Leviticus*, 293-304. (journal entry)

Writing Assignment Due November 13:

Write a *précis* of the Mary Douglas article assigned this week (chapter one only). Detailed instruction for writing the *précis* can be found in this syllabus.

Lectures

Monday: Lecture 10.1 Exodus 25—40: Name of the LORD, Golden Calf, and Tabernacle

Wednesday: Lecture 10.2 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.

Week 11: November 12—18 Law in Leviticus

Reading Assignments

- +Leviticus 1-7; 11-25
- +Canvas-site Article #13: Martens, “Embracing the Law” (no journal entry)
- +Textbook: chapter 5, “The Structures of Covenant Life” in Birch, et al. (journal entry)

Writing Assignment Due November 20:

Write a *précis* on the Martens article assigned this week.

Lectures

Monday: Lecture 11.1 Law in Leviticus I

Wednesday: Lecture 11.2 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.

Week 12: November 19—25 is Thanksgiving Week. Seminary class DO meet during this week; however, this course will *not* meet on M/W. Work on your reading and reading journals which are due in three weeks.

Week 13: November 26—December 2 The Book of Numbers

Reading Assignments

- +Book of Numbers
- +Canvas-site Article #14: Dozeman, "Introduction to Numbers" *NIB* v. 2, 3-23. (journal entry)
- +Canvas-site Article #15: C. H. Felder "Racial Motifs in the Biblical Narratives" (journal entry)

Writing Assignment Due December 4:

After surveying the book of Numbers, write a 1-2 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 (before the end of the semester).

Lectures

Monday: Lecture 13.1 Numbers I

Wednesday: Lecture 13.2 Numbers II and the Wrath of the LORD

Value Added Resources (week 12)

- +*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.

Week 14: December 3—9 Deuteronomy and the Ten Commandments

Reading Assignments

- + Deuteronomy 1-17
- +Canvas-site Article #16: Clements "Introduction to the Book of Deuteronomy" *NIB* vol. 2:271-289. (journal entry)
- + Canvas-site Article #17: Marilyn Robinson, "Moses," in *When I Was a Child, I Read Books*, 95-124. (journal entry)

Writing Assignment:

Enter the Clements and Robinson readings in your *Annotated Reading Journal*. Add to and edit your *Annotated Reading Journal* which is due at the end of the semester. Instructions (see week 8) and grading rubrics are in this syllabus.

+ Extra Credit Writing Option: Write a *précis* for the assigned Robinson article. Send it directly by email to jbruckner@northpark.edu with "Extra Credit" in the Subject line. Due by the end of the semester.

Lectures

Monday: Lecture 14.1 Deuteronomy I
Wednesday: Lecture 14.2 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 on the Sabbath: Kathryn Green-McCreight, "Restless Until We Rest in Thee." For a contemporary account of a Christian advocating a return to Sabbath-keeping, see Mathew Sleeth, 24/6 (Tyndale, 2012).

Week 15: December 11—17 Deuteronomy II

Reading Assignments

+ Deuteronomy 18-34
+Canvas-site Article #18: Rabbi Eckstein: "Festivals of the Jewish Year" pp. 93-130 (these pages only; journal entry)

Writing Assignment Due December 19:

Upload your completed Annotated Reading Journal on Canvas.
Instructions (see week 8) and grading rubrics are in this syllabus.

Lectures

Monday: Lecture 15.1 Deuteronomy II
Wednesday: ***Class will not meet. This course does not have a final exam.***

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.

+Additional Resource Articles: "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*, 2nd edition (Edinburgh: T&T Clark) 1978. This is a book and is not posted to Canvas.

Books recommended for further research

Introductions to the Old Testament

- Alexander, David and Pat. *Zondervan Handbook to the Bible***
Anderson, B. *Understanding the Old Testament*
Arnold, B.T., and Beyer, B.E. *Encountering the Old Testament* (with CD).
Bandstra, B.L. *Reading the Old Testament: An Introduction to the Hebrew Bible***
Boadt, L. *Reading the Old Testament: An Introduction*
Childs, B. *Introduction to the Old Testament as Scripture*
LaSor, Hubbard, Bush. *Old Testament Survey: the message, form and background of the Old Testament*, 3rd edition (Grand Rapids: William B. Eerdmans Publishing Company).
Matthews, V.H., and Moyer, J.C. *The Old Testament: Text and Context*

General Reference

- Klein, Blomberg, Hubbard. *Introduction to Biblical Interpretation*
LaSor, Hubbard, D. and Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*
Nyquist, J.F. And Kuhatschek, J. *Leading Bible Discussions*, 2nd edition, Life Guide Bible Studies
Rasmussen, C.G. *Zondervan NIV Atlas of the Bible***
Walton, J.H. *Chronological and Background Charts of the Old Testament* (0310481619) **

Historical Background

- Bright, John. *A History of Israel*, 4th edition
Coogan, M. D. editor. *The Oxford History of the Biblical World*
Dozeman, T. and Schmid, K. editors. *A Farewell to the Yahwist? The Composition of the Pentateuch in Recent European Interpretation*. SBLSS 34.
Gottwald, N.K. *The Hebrew Bible: A Socio-Literary Introduction*
Kee, H.C., et al. *The Cambridge Companion to the Bible*
Kuntz, J.K. *The People of Ancient Israel*
Livingston, G. H. *The Pentateuch in Its Cultural Environment*
Miller, J.M. and Hayes, J.H. *A History of Ancient Israel and Judah*
Provan, Long, and Longman III, *A Biblical History of Israel*
Schultz, S. *The Old Testament Speaks*, 4th edition

Dictionary Introductions to Individual Biblical Books

- +*Eerdmans Dictionary of the Bible***
HarperCollins' Bible Dictionary
The IVP Bible Background Commentary: Old Testament
Interpreter's Dictionary of the Bible (IDB) and its Supplement (IDBS)
Anchor Bible Dictionary (ABD, six volumes)

Contemporary Perspectives on the Old Testament

- Baker, D.W. and Arnold, B.R. *The Face of Old Testament Studies*
Bach, A. editor. *Women in the Hebrew Bible*
Brown, Michael J. *Blackening of the Bible: Aims of African-American Biblical Scholarship*
Croatto, J.S. *Biblical Hermeneutics: Toward a Theory of Reading as the Production of Meaning*
Felder, C.H. *Stony the Road We Trod***
Fischer, Irmatrude. *Women Who Wrestled with God*
Goldingay, J. *Models for the Interpretation of Scripture*
Holmgren, F. *The God Who Cares: A Christian Looks at Judaism*
Newsom, C.A. & Ringe, S. *The Women's Bible Commentary***
Peters, T. and Hewlett, M. *Evolution from Creation to New Creation: Conflict, Conversation, and Convergence*.
Russell, L. ed. *Feminist Interpretation of the Bible*
Sugirtharajah, R.S. ed. *Voices from the Margin*

Literary and Theological Resources

Alter, R. *The Art of Biblical Narrative*

Berlin, A. *Poetics and Interpretation of Biblical Narrative*

Birch, et al. *Theological Introduction to the Old Testament*

Brueggemann, W. *Theology of the Old Testament: testimony, dispute, advocacy*

Childs, B. *Biblical Theology of the Old and New Testaments*

Dorsey, D.A. *The Literary Structure of the Old Testament: a commentary on Genesis-Malachi***

Douglas, Mary. *Leviticus as Literature*

Eissfeldt, Otto. *The Old Testament: An Introduction*

Gerstenberger, E. *Theologies in the Old Testament*

Knierim, R. *The Task of Old Testament Theology: Method and Cases*

Mann, Thomas, W. *The Book of the Torah: The Narrative Identity of the Pentateuch*

Nelson, Richard. *The Historical Books*

Peterson, E.H. *Five Smooth Stones for Pastoral Work* [Ruth, Songs, Esther, Ecclesiastes, Lamentations]

Tate, W. Randolph, *Biblical Interpretation*

G. von Rad, *Old Testament Theology*, 2 vols.

One Volume Commentaries

Adeyemo, Tokunboh, Editor. *Africa Bible Commentary: a One-Volume Commentary Written by 70 African Scholars*. Grand Rapids: Zondervan, 2006.

Other one-volume commentaries include: *HarperCollins Bible Commentary*; *Jerome's*; and *Interpreter's*.

A valuable resource for all seminary students during seminary years and beyond is the following:

Glynn, John. *Commentary and Reference Survey: A Comprehensive Guide to Biblical and Theological Resources*. 10th edition. Grand Rapids: Kregel, 2007.

Other Commentaries

Brueggemann, Walter. *Genesis: A Bible Commentary for Preaching and Teaching*. John Knox Press

Fretheim, Terence. *Exodus. A Bible Commentary for Preaching and Teaching*. Westminster/John Knox Press

Miller, Patrick. *Deuteronomy: A Bible Commentary for Preaching and Teaching*. Westminster/John Knox Press

Another excellent commentary resource is the *New Interpreters Bible: Genesis-Leviticus (vol. 1)*. Abingdon Press (Fretheim, Brueggemann, and Kaiser) and *New Interpreters Bible: Numbers-Samuel_(vol. 2)*. Abingdon Press (Dozeman, Clements, Coote, Olson, Farmer, Birch).

Multi-volume commentary series best suited for teaching and preaching in the Church are *The New International Version Application Commentary* (NIVAC) by Zondervan, *Interpretation: A Bible Commentary for Preaching and Teaching* (Int.) by John Knox Press, and *The New Interpreters' Bible* (NIB) by Abingdon Press.

Website: www.biblemap.org

**These books are recommended for a pastor's and teacher's library.

2018