

Old Testament Pentateuch
(Genesis, Exodus, Leviticus, Numbers, Deuteronomy)
BIB 4055 (3 units)

School of Theology and Christian Ministry
 Point Loma Nazarene University
 Fall 2024
 Mon., Wed., Fri. 8:30-9:25am
 *Final Exam: Friday Dec. 20, 2024 7:30am

Professor: Dr. Brad E. Kelle
 Email: bradkelle@pointloma.edu
 Office: Smee Hall
 Phone: 849-2314
 Office Hours: See schedule on door

Course Description and Purpose

This course will be concerned with the interpretation of the Pentateuch, comprised of the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Close scrutiny of selected passages will alternate with attention to overarching themes, interpretive issues, and theological appropriation. Instruction will be based upon English translations, although students who have studied Hebrew will be encouraged to make use of their skills.

In Western Christian churches during the past century and a half, perhaps no portion of the Old Testament has been fought over more and preached upon less meaningfully than the Pentateuch. Particularly among Protestants, traditional ambivalence about law and cult has been joined by controversies over emerging critical perspectives, new discoveries from cognate literatures, and developing scientific understandings of origins so as to polarize readings of these books and to assign their treatment increasingly to apologetics. In this course we will seek to recover insights of Jewish and Christian tradition that have been obscured, to formulate mature theological responses to problems that have been posed, and to embrace new questions that may challenge us to more faithful hearing and doing.

Course Learning Outcomes: Students completing this course will have demonstrated (1) a fundamental knowledge of the content and structure of these books; (2) an acquaintance with a range of cultural and historical matters that may inform our understanding, as well as an awareness of the issues involved in assessing their contribution; (3) basic skills in interpreting texts, including the ability to use scholarly resources both critically and constructively; (4) an ability to reflect theologically upon the central themes of the Pentateuch, including creation, sin and redemption, promise and covenant, grace and law, and worship; and (5) an appreciation of how we may learn from historically and culturally diverse vantage points better to read, use, and obey this portion of Scripture.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Christian Studies Program Learning Outcomes

1. Interpret scripture evidencing biblical literacy.

2. Articulate clear theological doctrines relevant to Christian life and ministry.
3. Engage the perennial questions of the human condition using resources from philosophy.
4. Apply principles of Christian formation for the practice of ministry.

Course Texts

1. D. W. Baker and T. D. Alexander, eds., *Dictionary of the Old Testament: Pentateuch*. Downer's Grove, Ill.: IVP, 2002. (*This is a collection of essays by authors from diverse gender, race, ethnic, social, and theological contexts).
2. B. Arnold and B. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids: Baker, 2002.
3. T. D. Mayfield, *Father Abraham's Many Children: The Bible in a World of Religious Difference*. Grand Rapids: Eerdmans, 2022.
4. A Bible of the student's choice. This should be a modern translation (NRSV, NIV, or CEB preferred) and not KJV or a paraphrase (Living Bible, The Message, etc.)
5. The professor will provide several scholarly articles by authors representing different gender, race, ethnicity, and theological perspectives (see course schedule for specific articles).

Course Requirements

1. Class Participation and Attendance: Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. *If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.*

2. Readings: The OT is the primary text for this course. All readings are required. *Please bring your Bible to class.* It is important to keep up with the readings on a session by session basis or the information will quickly become overwhelming.

3. Reading Identifications: In order to assess the student's engagement with the basic content discussed in the biblical and textbook readings, each student will submit several sets of "Reading Identifications" that contains brief responses to specific inquiries dealing with basic content covered in the readings. The items to be identified will be provided in class, along with further instructions and dates of submission (*see sheets included in this syllabus*). See the course schedule in this syllabus for the due dates of each set.

4. Homework Assignments Based on Assigned Readings: In order to enhance our class discussions of the biblical texts and related materials, each student will complete

several homework assignments related to assigned readings. The instructions and due dates for these assignments appear in the course schedule in the syllabus.

5. Class Presentation on Chapter from Mayfield, *Father Abraham's Many Children*: As a part of the seminar and collaborative learning format of this course, each student will be assigned to a group that will make **one** class presentation on an assigned chapter from Mayfield, *Father Abraham's Many Children*. The due dates for the presentations are listed on the course schedule and individual presentation topics will be assigned in class.

**INSTRUCTIONS for the Presentation:*

- a) Each presentation should be **15 minutes in length**. The student's job is to "teach" the class the content in the book's chapter.
- b) **First**, explain the overall goal of your assigned chapter (in other words, what does it aim to do/show and how does it plan to do it)?
- c) **Second**, select what you take to be the three most important points of the chapter. For each point, give an explanation of what that point is and why it's important for the overall argument of the chapter and of the whole book.

[[NOTE: your presentation should not simply summarize the chapter; rather, follow the instructions given above]]

6. Creative Project: In order to engage creatively with the texts of the Pentateuch, each student will *choose ONE of the following options* and develop a creative project. All projects are due on **Wed. Dec. 11, 2024 by 8:30am**. Be sure to follow the assignments given for each option below. (Do you have another idea in mind? Suggest it to me.)

Option 1: Playlist for the Pentateuch: Create a music playlist based on a *character* from one of the books of the Pentateuch and *link it in the assignment on Canvas*. (TIP: You can make public playlists on Spotify and YouTube for free.) Then, write 3-4 paragraphs (ca. 800-1,000 words) explaining what character you chose **and** how/why you chose the songs (be sure to cite things from the biblical texts in your explanations). Use this assignment as an opportunity to think imaginatively and critically about a character's motivations, actions, beliefs, drive, and more. It's ok if people make playlists for the same character.

****See back of syllabus for an example of this assignment.**

Option 2: Moses Movie Analysis: The student will select one of the following movie options, secure a way to view the movie, and then answer the series of questions for that movie provided at the back of this syllabus. The questions revolve around comparing the movie depiction to the biblical texts and their portrayals.

**** Movie Options:**

- a. *Exodus: Gods and Kings* (2014)
- b. *The Prince of Egypt* (1998)

****See back of syllabus for questions to answer for the specific movie for this assignment.**

Option 3: A Woman Character in the Pentateuch: The student will select (of their own choosing) one woman character who appears in the Pentateuch. Then *choose one of the following options and write a 1,000 word reflection* using their chosen woman biblical character.

****Reflection Options:**

- Imaginary interview with the chosen woman character.
- Write a first-person (like they are writing their autobiography in “I” form) narrative of a biblical woman character of your choice (you can include internal dialogue)
- Develop three tattoos your selected woman character might decide to get on their body. What does each tattoo represent in their life story? If you are artistic, you are welcome to illustrate your ideas in this project!

7. Final Interpretation Paper (12-14 pages): In place of a final examination, the student will prepare a major interpretive (“exegetical”) paper on a text of his or her choosing from the Pentateuch. *The text should be chosen from the list of possible passages below.* Throughout the process, *the student should use the attached guide for researching and writing the exegetical paper.* The paper should be **12-14 pages, typed, double-spaced, 12-pt font, 1-inch margins on all sides.** The paper will be submitted by **Fri. Dec. 20, 2024** (*see attached guidelines for researching and writing*).

**The list of passages from which the student may choose includes*

Genesis 2:1-25	Leviticus 26:1-22
Genesis 3:1-24	Numbers 11:1-23
Genesis 15:1-16	Numbers 12:1-16
Genesis 22:1-19	Numbers 13:1-33
Genesis 28:10-22	Numbers 22:5-35
Genesis 39:1-23	Deuteronomy 6:1-25
Exodus 3:1-22	Deuteronomy 8:1-20
Exodus 12:1-28	Deuteronomy 10:12-11:12
Exodus 15:1-18	Deuteronomy 12:1-28
Exodus 19:1-25	
Leviticus 3:1-17	
Leviticus 16:11-28	
Leviticus 25:1-24	

Course Policies

1. Grading: The student’s grade will be based on a combination of the following:

<u>Possible Points</u>	<u>Assignment</u>
80	Reading Identifications (4 at 20 pts each)
50	Class Presentation
120	Homework Assignments (8 at 15 pts each)
80	Creative Project
100	Final Interpretation Paper

***Total:** 430 possible points

<u>*Grading Scale:</u>	93-100 A	84-86 B	74-76 C	64-66 D
	90-92 A-	80-83 B-	70-73 C-	60-63 D-
	87-89 B+	77-79 C+	67-69 D+	50s F

2. Attendance: Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. *If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.*

3. Late Work Policy: In order not to be considered late, all assignments must be submitted by the day and time listed as the due date. Grace period: *If a student misses an assignment, she or he may submit the assignment for no more than half credit up to a week after the original due date.* Extra-assignments cannot be submitted late.

4. Language and Belonging: Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

5. Use of Technology: In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information on Canvas for this course. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

6. PLNU Academic Honesty Policy: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

7. PLNU Academic Accommodations Policy: PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with

Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

8. PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

9. Final Examination Policy: Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

10. State Authorization: State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

11. PLNU Recording Notification: In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Tentative Course Schedule

1. Wed. Sept. 4

A) Starting Points

B) Conceptualizing the Whole

*Readings: none

*DUE: none

2. Mon. Sept. 9

- A) Approaching the Pentateuch
- B) Begin Introduction to the Pentateuch

*Organize Class Presentations on Mayfield Book

*Readings: 1. “Formation of the Pentateuch” from www.bibleodyssey.com (Canvas under Modules)

*DUE: none

3. Wed. Sept. 11

- A) Introduction to the Pentateuch

*Readings: 1. *Dictionary of the OT Pentateuch* articles: a) “Authorship of the Pentateuch”; b) “Pentateuchal Criticism, History of”

*DUE: After reading the dictionary article, “Authorship of the Pentateuch” that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

4. Mon. Sept. 16

- A) Genesis 1-3 (Pt. 1)

*Readings: 1. Genesis 1-3

2. Arnold and Beyer pp. 13-15, 31-62

3. *Dictionary of the OT Pentateuch* article: “Genesis, Book of”

*DUE: none

5. Wed. Sept. 18

- A) Discussion of “Form Criticism” and “Traditio-historical Criticism” articles from *Dictionary of the OT Pentateuch*

- B) Finish Genesis 1-3

- C) Genesis 4-11 (Pt. 1)

*Readings: 1. Genesis 4-11

2. *Dictionary of the OT Pentateuch* articles: a) “Form Criticism”;
b) “Traditio-historical Criticism”

3. Arnold and Beyer, pp. 21-31, 66-71

*DUE: 1) After reading the dictionary articles, “Form Criticism” and “Traditio-historical Criticism” assigned for today, list what you consider to be 2 of the most important points of EACH article AND offer a brief explanation of what each of your chosen main points are (discuss 4 points total: 2 from each article).

6. Mon. Sept. 23

- A) Discussion of Articles on Gender and Genesis 2-3

*Readings: 1. Phyllis Tribble, “Eve and Adam: Genesis 2-3 Reread” (1973) (provided)

2. Articles from www.bibleodyssey.com: a) “Gender and the Hebrew Bible;”

b) “Eve” (Canvas under Modules)

*DUE: 1) After reading the article by Tribble, “Eve and Adam: Genesis 2-3 Reread” that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

7. Wed. Sept. 25

A) Discussion of Mayfield, *Father Abraham's Many Children*, Introduction and ch. 1

B) Genesis 4-11 (Pt. 2)

*Readings: 1. Mayfield, *Father Abraham's Many Children*, Introduction and ch. 1 (be ready to discuss in class!)

2. Articles from www.bibleodyssey.com: a) "Noah and Gilgamesh (video);"
b) "Gilgamesh and the Bible"

*DUE: none

8. Mon. Sept. 30

A) Discussion of "Women" article from *Dictionary of the OT Pentateuch*

B) Finish Genesis 4-11

*Readings: 1. *Dictionary of the OT Pentateuch* article: "Women"

*DUE: After reading the dictionary article, "Women" that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

9. Wed. Oct. 2

A) Discussion of Article on Genesis 4-11

*Readings: 1. Nyasha Junior, "The Mark of Cain and White Violence," *JBL* 139 (2020): 661-673 (provided).

*DUE: 1) After reading the article, "The Mark of Cain and White Violence" that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

10. Mon. Oct. 7

A) Genesis 12-50 (Pt. 1)

*Readings: 1. Genesis 12—36

2. Arnold and Beyer, pp. 72-74

*DUE: **Reading Identifications Set #1** (see set list in this syllabus)

11. Wed. Oct. 9

A) *Class Presentations*: 1) Mayfield ch. 2; and 2) Mayfield ch. 3

B) Genesis 12-50 (Pt. 2)

*Readings: 1. Genesis 37-50

2. Mayfield, *Father Abraham's Many Children*, chs. 2-3

*DUE: 1) *Class Presentations* on Mayfield ch. 2 and ch. 3

12. Mon. Oct. 14

A) Discussion of Articles on Genesis 12-50

B) Finish Genesis 12—50

*Readings: 1. David Tuesday Adamo and Erivwierho Franci Eghwubare, “The African Wife of Abraham (Gn 16:1-16; 21:8-21),” *OTE* 18/3 (2005): 455-471 (provided).

2. Articles from www.bibleodyssey.com: a) “Hagar;” b) “Hagar from an Egyptian Perspective”

*DUE: 1) After reading the article, “The African Wife of Abraham” that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

13. Wed. Oct. 16

A) Discussion of “Exodus, Date of” article from *Dictionary of the OT Pentateuch*

B) Exodus 1-18 (Pt. 1)

***Submit your passage for final interpretation paper**

*Readings: 1. Exodus 1-18

2. *Dictionary of the OT Pentateuch* articles: a) “Exodus, Date of;” b) “Exodus, Book of”

3. Arnold and Beyer, pp. 75-76, 82-88

*DUE: 1) After reading the dictionary article, “Exodus, Date of” that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

2) ***Submit your passage for final interpretation paper in class**

14. *Special Friday Session: Fri. Oct. 18

A) *Class Presentation* on Mayfield ch. 4

B) Exodus 1-18 (Pt. 2)

*Readings: 1. Mayfield, *Father Abraham’s Many Children*, ch. 4

*DUE: 1) **Reading Identifications Set #2** (see set list in this syllabus)

2) *Class Presentation* on Mayfield ch. 4

***MON. OCT. 21: NO CLASS** (Dr. Kelle teaching M.A. course)

***WED. OCT. 23: NO CLASS** (Dr. Kelle teaching M.A. course)

(Fri. Oct. 25: Fall Break)

15. Mon. Oct. 28

A) Discussion of Articles on Exodus 1-18

*Readings: 1. Robert Allen Warrior, “Canaanites, Cowboys, and Indians: Deliverance, Conquest, and Liberation Theology Today,” *Christianity and Crisis* Sept. 11 (1989): 21-26.

2. Articles from www.bibleodyssey.com: a) “Immigrants and Refugees in the Bible;” b) “Unnamed Women”

*DUE: 1) After reading the article, “Canaanites, Cowboys, and Indians” that was assigned for today, list what you consider to be 3 of the most important points of this article AND offer a brief explanation of what each main point is.

16. Wed. Oct. 30

A) What Is OT Law?

B) Begin Ten Commandments in Exodus 20

*Readings: 1. Exodus 19—40

2. Arnold and Beyer, ch. 6 (pp. 104-117)

3. *Dictionary of the OT Pentateuch* article: “Law”*DUE: none (not too early to be working on your final interpretation paper research!)**17. Mon. Nov. 4**

A) The Ten Commandments, Covenant Code, and Exodus 19-40

*Readings: 1. *Dictionary of the OT Pentateuch* article: “Decalogue”*DUE: none (not too early to be working on your final interpretation paper research!)**18. Wed. Nov. 6**

A) Finish the Ten Commandments, Covenant Code, and Exodus 19-40

B) *Class Presentation*: Mayfield ch. 5

C) [if time] Begin Leviticus

*Readings: 1. Leviticus 1-162. Mayfield, *Father Abraham’s Many Children*, ch. 53. *Dictionary of the OT Pentateuch* article: “Priests, Priesthood”*DUE: Class Presentation on Mayfield ch. 5**19. Mon. Nov. 11**

A) Introduction to Leviticus

B) Leviticus 1-16

*Readings: 1. *Dictionary of the OT Pentateuch* article: “Leviticus, Book of”*DUE: none (not too early to be working on your final interpretation paper research!)**20. Wed. Nov. 13**

A) Finish Leviticus 1-16

B) Leviticus 17-27 (Pt. 1)

*Readings: 1. Leviticus 17-272. *Dictionary of the OT Pentateuch* articles: a) “Holy and Holiness, Clean and Unclean”; b) “Sacrifices and Offerings”*DUE: **Reading Identifications Set #3** (see set list in this syllabus)**21. Mon. Nov. 18**

A) Finish Leviticus 17-27

B) Discussion of Mayfield, “Conclusion” and Overall Book

*Readings: 1. *Dictionary of the OT Pentateuch* articles: a) “Festivals and Feasts”; b) “Sabbath, Sabbatical Year, Jubilee”2. Mayfield, *Father Abraham’s Many Children*, “Conclusion”*DUE: none (work on your final interpretation paper!)

22. Wed. Nov. 20

A) Numbers (Pt. 1)

*Readings: 1. Numbers 1-252. *Dictionary of the OT Pentateuch* article: “Numbers, Book of”*DUE: none (not too early to be working on your final interpretation paper!)***MON. NOV. 25: NO CLASS (Dr. Kelle at Society of Biblical Literature Conference)*****WED. NOV. 27: NO CLASS (Thanksgiving Break)****23. Mon. Dec. 2**

A) Numbers (Pt. 2)

*Readings: 1. Numbers 26-36*DUE: **Reading Identifications Set #4** (see set list in this syllabus)**24. Wed. Dec. 4**

A) Deuteronomy (Pt. 1)

*Readings: 1. Deuteronomy 1-26

2. Arnold and Beyer ch. 5 (pp. 96-103)

3. *Dictionary of the OT Pentateuch* article: a) “Deuteronomy, Book of”*DUE: none (work on your final interpretation paper!)**25. Mon. Dec. 9**

A) Deuteronomy (Pt. 2)

*Readings: 1. Deuteronomy 27-34*DUE: none (work on your final interpretation paper!)**26. Wed. Dec. 11**

A) Deuteronomy and the Ending of the Pentateuch

B) Creative Projects Briefings by Each Student

*Readings: none*DUE: 1) **Creative Project**2) ***Be prepared to give a 5-minute “briefing” of what you did for your Creative Project in this class session****27. Fri Dec. 20 (7:30am) (*We are meeting in-person on the scheduled day for the final exam)**

A) The End Is the Beginning: The Conclusion of the Pentateuch

*Readings: 1. *Dictionary of the OT Pentateuch* articles: a) “Theology of the Pentateuch,” b) “Preaching from the Pentateuch”*Due: **Final interpretation paper (be prepared to share some of your findings from this paper in our class session)**

Reading Identifications #1

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. Documentary Hypothesis
2. Julius Wellhausen
3. The *Enuma Elish* and its significance for the study of Genesis
4. Overall current scholarly view(s) on the authorship/composition of the Pentateuch
5. Cain and Abel
6. Babel
7. The 3-fold promise to Abram (Abraham) in Genesis 12
8. Hagar
9. Ishmael
10. Jacob's four wives/sub-wives (mothers of the 12 tribes)

Reading Identifications #2

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. The opening circumstances of the book of Exodus (in ch. 1)
2. Moses's birth and early adulthood
3. Miriam
4. The divine name "Yahweh" (Exodus 3)
5. Horeb/Sinai
6. The 10 plagues
7. The "Reed" Sea/ "Red" Sea translation issue (Exod 13)
8. Israel's encounters in the wilderness in Exod 16—19
9. The Amalekites
10. The three annual festivals to be observed before God (Exod 23:14-17)

Reading Identifications #3

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. Compare the 10 Commandments as given in Exod 20 and Deut 5
2. The different rationale for the Sabbath commandment in Exod 20 and Deut 5
3. Hittite suzerainty treaties and their significance for studying the OT law
4. Neo-Assyrian suzerainty treaties and their significance for studying the OT law
5. The Code of Hammurabi
6. Current major views on the date/composition of Leviticus
7. “Wellbeing” or “Peace” offering
8. “Guilt” or “Reparation” offering
9. The Year of Jubilee
10. Day of Atonement (Lev 16)

Reading Identifications #4

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. What makes certain land animals “clean” for food in Lev 11?
2. Why might Lev 19 be called the central chapter on holiness in the OT?
3. The “Holiness Code” in Lev 17—26
4. The overall structure of the book of Numbers (and the difficulties discerning it)
5. Sihon and Og
6. Nazirite vow (Num 6)
7. Basic contours of the “spies” story in Num 13
8. The 2 censuses in Num chs 1 & 26: where do they fall in the book? Whom do they count? Why are they significant?
9. What happens in the “make up Passover” story in Numbers 9?
10. In Numbers 12, what is the issue in the rebellion of Miriam and Aaron against Moses and how does the story end?

Creative Project: Playlist for the Pentateuch

EXAMPLE

This is an example of the “Playlist for the Pentateuch” assignment of making a music playlist for a character from one of the books of the Pentateuch (be sure to see the specific assignment instructions earlier in the syllabus). **NOTE:** *This example does not use a biblical character like you have to do, but provides an example of what your assignment with a biblical character should look like.* This example uses the character Malini from an adult fiction book, *The Jasmine Throne*.

Also note: this example is very detailed and longer than your instructions require, so don’t let that discourage you.

Playlist linked here:

<https://open.spotify.com/playlist/5zI8HUoxHWYqfxZSSstHNyA?si=c8c7d2bedb3b478c>

Malini is misunderstood. She longs more than anything to own her life and own destiny. Most people when they learn of Malini’s royal heritage, they would probably assume her life was perfect, but the conflict in her family between her brothers (a lack of action from Aditya and with her other brother, Chandra, power hungry actions) leads to her imprisonment.

The song “The History of Man” by Maise Peters perfectly captures Malini’s insight in the beginning of *The Jasmine Throne*. She’s imprisoned in Ahiranya with her literal agency taken away by the needle-flower. The bridge of Peters’s song captures an eternal struggle of the way women have been treated across time, “he stole her youth and promised heaven/ the men start wars yet Troy hates Helen/ women’s hearts are lethal weapons/did you hold mine and feel threatened?” (Peters). This lyric especially captures how Malini was treated by her brother and the way she feels about it. See the quote from page 21 of *The Jasmine Throne* below.

“‘You must listen. It is your brother’s will.’ ‘I always listen,’ Malini said evenly. ‘I know these tales. I was properly raised and taught.’ ‘If you remembered your lessons, neither of us would be here.’ *No*, thought Malini. *I would be dead*” (Suri 20-21).

Malini’s journey during *The Jasmine Throne* begins with her unsure of where she fits in the world and if there is anyone else left who cares for her. She believes that everyone she cares about is dead or gone. The song “Doomsday” by Lizze McAlpine and “Dancing After Death” by Matt Maeson represents how she continues to think and feel about Narina despite her death. Everything changes from Malini when she meets Priya. Malini is ready to give up on living. While Priya and Malini seem to immediately be at odds with each other, Malini begins to feel that she may not be all alone in the world. Maybe. Just maybe. There is hope.

The song “Everything Goes on” by Porter Robinson perfectly captures the balance of Malini’s trauma, moving on, and new beginning of a relationship (whether platonic or romantic or political) with Priya.

As Malini becomes more confident from her slightly tenuous relationship with Priya, she discovers that the world is a lot easier to face with Priya’s support. Finally, Malini can trust and offers a boon to Priya: “‘You spoke of your loved ones burning. Well, I have lost people I love to the pyre, too. At my brother’s orders. Let us see him off the throne together, Priya’” (Suri 248).

I chose the song “Enemy” by Imagine Dragons to capture Malini and Priya’s now tenuous alliance. While Malini is struggling with her identity as a princess and potential ruler, she also is developing romantic feelings for Priya. Malini is reluctant to let herself actually care for her based on the past and Chandra’s attitudes towards her, but she finds herself ever drawn to Priya. “Silk Chiffon” by MUNA perfectly captures the feeling of developing feelings for someone and despite the dark circumstances of Malini’s life the way Priya makes her feel.

“...to laugh with her and talk with her and learn her, no pacts or painful debts between them” (Suri 410).

Creative Project: Moses Movie Analysis
Exodus: Gods and Kings

INSTRUCTIONS: Discuss each of these questions being as specific as you can with your answers (especially using specific examples when appropriate). Make sure your answers aren't too skimpy. Provide at least a few sentences that explain and develop your thoughts and responses. Be prepared to share what you say here in our class discussion.

1. What seems to be the overall theme or message of the film as a whole? How and where do you see this coming out in the film?
2. Compare the presentation given in the film to the specifics of the biblical story:
 - a) What parts of the biblical texts are omitted from the film?
 - b) What things are added to the film that are not in the biblical texts?
 - c) What are the effects of these omissions and additions on the film, its presentation, and its meanings?
3. Analyze the presentation of the characters in the film:
 - a) Moses (for example, strong? weak? soldier? uncertain about himself? Etc.)
 - b) God (Yahweh, the LORD)
 - c) Pharaoh
 - d) **How is the relationship between Pharaoh and Moses depicted?
 - e) *How is the relationship between God and Moses depicted?
4. +How does the militaristic portrayal of Moses as a warrior and the Israelites as soldiers relate to the biblical presentation and how does it affect the film's presentation of the story?
5. How are the women characters portrayed in the film and what is the effect of how they are portrayed? (For example, who plays important roles and how? Are they positive? Negative? Do these portrayals reflect how the women characters are depicted in the biblical texts?)
6. How, if at all, are the troubling/perplexing episodes or elements that you noted in the biblical story portrayed in the film?

-For example, does the film address ethical problems raised by the biblical texts (does the film wrestle with some of God's actions in the Exodus story)? Does the film create new ethical problems by how it portrays the biblical story?
7. Give your overall assessment ("review") of this film *as a representation of the Old Testament story*.
8. How does the film impact, illuminate, shape, or even change how you understand the biblical story? (For example: did the film cause you to see things in the text that you hadn't noticed before? Did the film raise new questions for you about the text? Did it make you think in new ways about the biblical texts? Positive ways? Negative ways?)

Creative Project: Moses Movie Analysis

Prince of Egypt

INSTRUCTIONS: Discuss each of these questions being as specific as you can with your answers (especially using specific examples when appropriate). Make sure your answers aren't too skimpy. Provide at least a few sentences that explain and develop your thoughts and responses. Be prepared to share what you say here in our class discussion.

1. What seems to be the overall theme or message of the film as a whole? How and where do you see this coming out in the film?
2. Compare the presentation given in the film to the specifics of the biblical story:
 - a) What parts of the biblical texts are omitted from the film?
 - b) What things are added to the film that are not in the biblical texts?
 - c) What are the effects of these omissions and additions on the film, its presentation, and its meanings?
3. How does the fact this film is a musical shape the presentation of the biblical texts? What parts of Exodus 1-15 relate to this musicality?
4. Analyze the presentation of the characters in the film:
 - a) Moses (for example, strong? weak? soldier? uncertain about himself? Etc.)
 - b) God (Yahweh, the LORD)
 - c) Pharaoh
 - d) **How is the relationship between Pharaoh and Moses depicted?
 - e) *How is the relationship between God and Moses depicted?
5. How are the women characters portrayed in the film and what is the effect of how they are portrayed? (For example, who plays important roles and how? Are they positive? Negative? Do these portrayals reflect how the women characters are depicted in the biblical texts?)
6. How, if at all, are the troubling/perplexing episodes or elements that you noted in the biblical story portrayed in the film?

-For example, does the film address ethical problems raised by the biblical texts (does the film wrestle with some of God's actions in the Exodus story)? Does the film create new ethical problems by how it portrays the biblical story?
7. Give your overall assessment ("review") of this film *as a representation of the Old Testament story*.
8. How does the film impact, illuminate, shape, or even change how you understand the biblical story? (For example: did the film cause you to see things in the text that you hadn't noticed before? Did the film raise new questions for you about the text? Did it make you think in new ways about the biblical texts? Positive ways? Negative ways?)

EXEGETICAL PAPER GUIDE PART ONE

Instructions for Researching the Paper

*For the research part of your paper, work through the following steps.

STEP 1: ENGAGING THE TEXT

Initial questions on which to make some notes:

- a. What drew you to this text for an exegetical paper? What interests you about it?
- b. What do commentaries and your other sources say about why this text is significant?

STEP 2: TRANSLATE YOUR TEXT

Read and compare at least four different translations (e.g. NIV, NRSV, NAB, etc.) of your text. Note any textual problems in margins or footnotes. Note words that seem significant or problematic.

STEP 3: OUTLINE YOUR TEXT

Divide your text into main units and subunits based on content. Make an outline of the text using your division (note: you will organize the body of your paper by offering exegetical analysis of each section [as you have divided the text] in turn)

STEP 4: PUTTING THE TEXT IN LITERARY CONTEXT

- a. Formulate a summary of the unit or section that *immediately precedes* your text.
- b. Formulate a summary of the unit or section that *immediately follows* your text.
- c. Make notes on how your text fits and functions in this literary context (e.g., is it a transitional passage? Is it the climax? Is it the beginning? Etc.)

STEP 5: PUTTING THE TEXT IN HISTORICAL CONTEXT

- Using outside resources such as commentaries and histories of Israel, compile notes on the following:
- a. what is the historical context of this passage? That is, what is the context in which it was composed? What historical background does the text presume? How do you see that in the text itself?
 - b. what *type* of literature (“genre”) is your text (ex: is it a narrative? sermon? poem? speech? prayer? etc.)? What technical genre, if any, do commentaries suggest for this text? How does knowing the genre change the way you understand the text?

STEP 6: ANALYZE YOUR TEXT

- a. Within the text itself, what literary artistry do you see? What rhetorical devices are used? How do these devices affect the meaning of the text? Look for and note:

Repetition	Anaphora (repeated use of initial word)
Hyperbole (exaggeration for effect)	Irony
Simile (one thing likened to another)	Rhetorical Questions
Metaphor (implied comparison)	Dialogue Between Characters

- b. Note key words, names, and places which seem significant. Use Bible Dictionaries and Concordances to explore the significance of these words.

- c. Address the theological issues in the text: What appears to be the major theological affirmations in this text? What is being said about God? about humanity? about salvation?

STEP 7: RESEARCH YOUR TEXT

At this point you should work through a number of commentaries and other outside sources to supplement the initial notes you have taken on each of the steps above. From the commentaries, pull out additional items on the elements above, grab some quotations to use, look for insights or especially technical items that you missed, etc. You should find things to plug into each of the research categories above.

Specifically: Research your text using at least **five scholarly commentaries. Highly recommended are the following series: a. Word Biblical Commentary, b. The New Century Bible Commentary, c. New Interpreter’s Bible Commentary, d. Anchor Bible Commentary, e. International Critical Commentary, f. Old Testament Library, g. The Interpreter’s Bible, h. Hermeneia, i. Continental Commentary, j. Berit Olam,

k. New International Commentary on the OT (NICOT), l. Tyndale OT Commentaries, m. The Cambridge Bible Commentary.

STEP 8: FORMULATE A THESIS FOR YOUR INTERPRETATION OF THE TEXT

Now that you have completed your research, come up with a single thesis statement that succinctly states *your reading/interpretation* of the text at hand (that is, a statement that says what this passage is in your view).

[*Example: “Hosea 2 is a metaphorical and theological commentary on the events in Samaria at the close of the Syro-Ephraimitic War (ca. 731 BCE).”]

STEP 9: APPLY YOUR TEXT

How could you bring this text to bear on human need? How could you apply this text in a setting of preaching, teaching, etc.? What would a sermon or lesson based on your exegesis of this text look like?

EXEGETICAL PAPER GUIDE PART TWO

Instructions for Writing the Paper

****Your main goal is to write your research from page one of these instructions. In order to do that, follow these guidelines in putting together your final paper:**

1. Turn in your final paper TYPED, DOUBLED SPACED, WITH 12 PT. FONT AND 1-INCH MARGINS ON ALL SIDES.
2. Make sure to reference any authors that you cite, including the book, page number, etc. in a consistent form throughout the paper.
3. The final paper should be 12-14 pages in length.

Format for the Paper

**think of your paper as a guided tour through your passage, where you are the tour guide who is leading an informed, yet not expert, reader through a critical interpretation of your chosen text*

1. Opening/ Introductory paragraphs- Give a general introduction to your text:
 - a. Give a basic summary of what happens in your text (brief!)
 - b. Explain why you and others find this text significant in general
 - c. Provide your thesis for what this text is/is doing/is saying, etc.
2. Give the outline of your text that you have devised (major units, subunits)—this should be in regular outline form

***the following sections (##3-6) should be thought of as background to orient your reader to the unit-by-unit analyses that will form the body of the paper. Here you are providing the orienting information to set up your reading of the passage:*

3. Note and discuss any significant textual and translation issues that arise from your comparison of different English translations.
4. Describe what comes before and after your text and how your text fits and functions in that context (literary context).
5. Describe the form or type (genre) of material that your text is and how this impacts its interpretation.
6. Discuss the specific historical background of the text and how the text fits and functions within that historical context.

***The following section (#7) should constitute the body of the paper. Here, organize the paper according to your outline (in other words, discuss the text by going sequentially through the major units as you have defined them). In the discussion of each unit, you should bring together the relevant insights you gained in your research especially from Step 6, letters a & b on the research guide. You should also bring in the supplemental insights you gained from commentaries and other sources for each unit. So:*

7. Walk through the passage unit by unit (following your outline of it) discussing the major literary devices found in the text, significant words, and any insights from commentaries (note: this is the primary part of the exegetical paper).

**The final sections of your paper should be thought of as the conclusion of your guided tour:*

8. Discuss the major theological affirmations in the text (from Step 6 letter c on the research guide)

9. Drawing upon your work from Step 9 on the research guide, conclude your paper by proposing a specific way to apply this text. Include a sermon outline (with introduction and conclusion), an outline for a Sunday School lesson, etc., or some other concrete (but brief) example of application.