



HARDING SCHOOL OF THEOLOGY

5001 Advanced Introduction to the Old Testament Spring 2018, 8-10:55 AM

Instructor: Lance Hawley
Email: lhawley2@harding.edu
Phone: (901) 275-0468
Office: (901) 432-7729
Zoom Meeting ID: 9012750468

“Open my eyes, so that I may behold wonders from your *torah*.” - Ps 119:18

COURSE DESCRIPTION

This course introduces critical and theological approaches to the Old Testament through the study of the first five books of the Hebrew Bible, known as the Pentateuch or Torah. The class involves readings and discussion of critical issues, such as the formation of the Hebrew Bible, biblical historiography, and ancient Near Eastern backgrounds, and theological themes, such as creation, covenant, and holiness. This broader focus on the message of the Hebrew Bible is grounded in close readings of particular Pentateuchal texts.

COURSE GOALS

Our goals pertain to the italicized intended degree outcomes for the M.Div., M.A.C.M., and the M.A. degrees.

Demonstrate exegetical skills in the interpretation of scripture

1. Students will evaluate scholarly/critical approaches to Old Testament books and particular texts within the books.
2. Students will work through their own critical analysis of a Pentateuchal narrative text.
3. Students will demonstrate the skills of exegesis on a particular Old Testament text, interpreting it in light of its ancient Near Eastern context.

Evidence a love for God and others and a personal commitment to spiritual formation

1. Students should develop a respect for the creative and redemptive work of God as it is revealed in the Old Testament.
2. Students will learn to critically engage one another with the character of Christ, learning to harmoniously discuss variant viewpoints.

TEXT BOOKS

1. Alter, Robert. *The Art of Biblical Narrative*. Revised and Updated. New York: Basic Books, 2011. (older edition is fine too)

OR (If you have previously read Alter's work, you may read Bar-Efrat's book instead.)

Bar-Efrat, Shimon. *Narrative Art in the Bible*. London: T & T Clark, 2004.

2. Enns, Peter. *Inspiration and Incarnation: Evangelicals and the Problem of the Old Testament*. 2nd ed. Grand Rapids: Baker, 2015.
3. Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Translated by Pascale Dominique. Winona Lake, IN: Eisenbrauns, 2006.
4. Strawn, Brent. *The Old Testament is Dying: A Diagnosis and Recommended Treatment*. Grand Rapids: Baker, 2017.
5. Walton, John H. and J. Harvey Walton. *The Lost World of the Israelite Conquest: Covenant, Retribution, and the Fate of the Canaanites*. IVP, 2017.

An English translation of the Bible. I will be working from the NRSV and supplement our discussion with observations from the Hebrew text. Feel free to use a different major committee based translation of your choice (e.g., NIV, ESV, Jewish Study Bible, NAS). Ask me if you are unsure about your translation. You should choose a Bible in which you feel good about writing notes.

Textbooks can be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

ADDITIONAL READINGS

- Kalimi, Isaac. "History, Historiography, Historical Evaluation and Credibility – Chronicles in Its Context: A Response to Reviews of *An Ancient Israelite Historian: Studies in the Chronicler, His Time, Place, and Writing*." *The Journal of Hebrew Scriptures* 6 (2006): 40-66.
- Kugel, James L. *The Bible as It Was*. Cambridge, MA: Harvard University, 1997. Pages 1-49, 65-82.
- Miller, Patrick D. "God and the Gods: History of Religion as an Approach and Context for Bible and Theology." Pages 365-396 in *Israelite Religion and Biblical Theology: Collected Essays*. JSOT Supp 267. Sheffield: Sheffield Academic Press, 2000.
- _____. "The Place of the Decalogue in the Old Testament and Its Law," *Interpretation* 43 (1989): 229-242.
- _____. "The Way of Torah." Pages 497-507 in *Israelite Religion and Biblical Theology: Collected Essays*. JSOT Supp 267. Sheffield: Sheffield Academic Press, 2000.
- Urlich, Eugene. "The Canonical Process, Textual Criticism, and Latter Stages in the Composition of the Bible." In "*Shar'arei Talmon*" *Studies in the Bible, Qumran, and the Ancient Near East Presented to Shemaryahu Talmon*. Ed. Michael Fishbane and Emanuel Tov, 267-291. Winona Lake, IN: Eisenbrauns, 1992.

COURSE REQUIREMENTS

1. **Reading Notes on Ska** (10%, due **Feb 12** in class) – Take notes on your Ska reading.. Besides a basic outline, noting key points and quotations, note especially your questions and your critiques (strong points and weak points). Format your notes in a logical and orderly manner in a Word document or pdf. Your notes should be roughly 15-18 pages single spaced.
2. **Book Reviews** (10% each) – Reviews of *Inspiration and Incarnation* (due **April 2**) and *The Old Testament is Dying* (due **April 20**). Your reviews are *critical engagements* with these books. You should follow the IDeA format described by Dr. Berryhill at the end of this syllabus. Briefly: Devote a paragraph to Identify (identify the author and the context of the book), one page to Describe (or summarize), and four to five pages to Assess (or evaluate). After reading the book and formulating your own critique, read at least three substantive reviews and engage with these other reviewers in your Assess section. There are plenty of reviews on Enns, but there may be less on Strawn, since it is relatively recent. Demonstrate your critique with particular examples. Your review is to be double-spaced and written in 12 pt Times New Roman (about 6-7 pages).

3. **Mark-up and written presentation of narrative text** (35%) – Each student will select a narrative text from Genesis 12-50 and present a “mark-up” of the text in class (currently scheduled on **Feb 26**). The mark-up is a visual, literary analysis of a narrative unit that includes observations about characterization, repetition, direct speech, the role of the narrator, and other literary features found in your text (See Alter or Bar-Efrat and examples on Canvas). Suggested texts include Genesis 16:1-16; 18:1-15; 21:9-21; 22:1-19; 25:19-34; 28:10-22; 29:1-14a; 29:14b-30; 32:22-32; 33:1-15; 35:1-15. Each student will distribute their mark-up to the other students at the time of presentation, either by printing color copies for everyone or by presenting it on the LCD projector and posting slides on Canvas. We will allow five minutes or so for each presentation and five minutes for discussion. It is up to you as the reader to select a text (about 15 verses) and notify me of your selection no later than **Feb 12**. This is first come, first serve; once a student has selected a text, it is unavailable for other students, so that we have one student per text. Students will write a 10-12 page paper on the literary features of their narrative text. **The paper is due April 16**. Late papers will be downgraded 5 points per day. The paper is to be written in 12 pt Times New Roman and according to the standards of Turabian’s *Manual for Writers* and HST’s Supplement to Turabian. The grade is based primarily on the paper and quality of the mark-up, but lack of preparation for the oral presentation will negatively affect one’s grade. The paper itself should include be a kind of commentary of the text with special attention to literary issues. Students should also interact with scholars regarding critical issues that come up within the text. Your markup should be included as an appendix.

4. **Final Exam** (35%, May 7) – The final will cover the class lectures and the readings (not Alter, Enns, or Strawn). The exam will be closed book except for one open Bible essay question in which students will be asked to outline one of the books of the Pentateuch and discuss its critical interpretive issues and major theological themes. The final essay question/instruction will be: “Describe and discuss the structure and major theological themes of the book of _____. Support your points with evidence from biblical texts. Take into account the critical issues raised in our readings and in our class discussions.” I will fill in the blank at the time of the exam. I will not ask about Numbers.

GRADING SCALE

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = < 60

PROPOSED SCHEDULE

Jan 22 Introduction to the study of the Hebrew Bible;

- The Pentateuch as Torah (**Miller** “The Way of Torah” *11 pages*)
- The story of Israel (Timeline) – locating the prophets
- Biblical Criticism: History of Religions; Criticisms: Source, Redaction, Text, Reception, Literary (narrative and poetic)
- Theology: Canonical approaches, hermeneutics

Jan 29 Genesis 1

- A. Creation in the Hebrew Bible; Psalms; Isaiah; Wisdom
- B. **Miller** “God and the Gods” *32 pages*

Feb 5 Genesis 2-3

- A. The life and afterlife of Genesis 2-3 (Interpretation and Reception, **Kugel** *72 pages*)
- B. Knowing Good and Evil in the Hebrew Bible (Wisdom)

Feb 12 Genesis 6-9

- A. The sources behind the Flood Narrative (Documentary Hypothesis; **Ska** **1-75, 96-123, 165-183, 123 pages**)
- B. The formation of the Hebrew Bible; Source >> Redaction >> Text
- C. Introduce Narrative Criticism and Markup

Feb 19 Formation of the Hebrew Bible; Text Criticism and Canon; Narrative criticism

- A. **Ulrich** (*25 pages*) and **Kalimi** (*27 pages*); Psalms Scroll
- B. Narrative criticism (literary art, discussion of **Alter** and Bar-Efrat) – Close Reading of Genesis 19

Feb 26 Genesis 12-50

- A. The Patriarchs and biblical Theology (Promise; Blessing; Israel and the nations)
- B. Student Presentations on Markups

Mar 5 – Intensive Week

Mar 12 – Spring Break

Mar 19 Exodus: From Egypt to Sinai

- A. YHWH the Divine Warrior and Savior
- B. Historiography of the Exodus
- C. Exodus/Exile and Crossing of Sea/River as biblical motifs (Hosea and Isaiah)
- D. Conquest (**Walton and Walton**, 258)

- Mar 26 Exodus: Sinai, the making of a people
- A. Law and Covenant Ceremony of Exodus 19-24
 - B. What is biblical law? The 10 Commandments throughout the Hebrew Bible
 - C. **Miller** “The Place of the Decalogue” *14 pages*
- Apr 2 Exodus: Sinai, the making of a people continued
- A. God with us: the Presence of God
 - B. A close reading of Exodus 32-34; Sin and Redemption
 - C. Discussion of **Enns**; hand in reviews
- Apr 9 Leviticus: Holiness and Priestly Law
- A. Holiness in the Hebrew Bible
 - B. Interpretation of Leviticus 17-20 and purity laws
 - C. The priestly voice in the Hebrew Bible (Ezekiel)
- Apr 16 Deuteronomy; the prophetic voice in the Hebrew Bible (**Papers due**)
- A. Covenant revisited
 - B. The Structure of Deuteronomy; Law and Narrative in ANE treaties
 - C. Deuteronomistic History
- Apr 23 The prophetic voice in the Hebrew Bible, part 2
- A. Jeremiah, Amos, Hosea, Habakkuk (Israelite Religion)
 - B. Torah in the post-exilic period: Isaiah 56-66; Haggai, Zechariah, Ezra, Esther, Jonah
- Apr 20 Discuss **Strawn** and hand in reviews. Review for final
- May 7 – Final Exam

ADDITIONAL POLICIES AND INFORMATION

Accessibility/Communication

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: lhawley2@harding.edu

Cell Phone Number: (901) 275-0468

Office Phone Number: (901) 432-7729

Zoom Meeting ID 9012750468

The best way to communicate with me is by email. I check it often and expect you to check it as well for class announcements and additional documents. Feel free to contact me with your questions any time. I will use Canvas and your Harding University email address, so please make sure to check it regularly.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to lhawley2@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST LIVE via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is **9012750468**.

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 9 at 6:00-8:00 p.m.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

Writing a Critique / Book Review 2.0

By Carisse Mickey Berryhill
Harding Graduate School Library

Prewriting

1. Select a book.
2. Clarify the assignment.
3. Read the book.
4. Collect pertinent material from inside and outside the book.
 - a. Make notes so you can **identify the purpose** of the book: identify the author, the subject, the intended readers. Inside the book, look at front matter, cover, preface, table of contents, indexes, and bibliographies. Outside the book, look at biographical dictionaries, subject bibliographies, yearbooks and almanacs, encyclopedias.
 - b. Make notes so you can **describe the process** of the book: describe what data is used, what method of analysis the author employs, what conclusions are presented to the readers. Inside the book, use the text, headings, appendices, tables and figures, indexes, bibliographies. Outside the book, look at reviews and critiques of the book.
 - c. Make notes so you can **assess the system of values** embedded in the book. Evaluate its biases and presuppositions, its “fit” in its academic discipline or type of study, and the credibility of the work among its readers. Inside the book, use citation clusters, tone, persona, connotation, and subtextual clues. Outside the book, use book reviews, encyclopedias, book review indexes, and citation indexes.

Finding Material about Books for Book Review Assignments

(Keyed to the Levels of IDeA)

by Carisse Mickey Berryhill, Ph.D.

Harding University Graduate School of Religion

| | <u>IDeA Level</u> | <u>Inside the Book</u> | <u>Outside the Book</u> |
|----|------------------------------------|---|---|
| 1. | Identify the purpose | Front matter Cover Preface Indexes Bibliographies | Encyclopedias Yearbooks, almanacs Subject bibliographies Biographical dictionaries |
| 2. | Describe the process | Text Headings Appendices Tables and Figures Indexes Bibliographies | Reviews, critiques |
| 3. | Assess the system of values | Subtext Connotation Tone, persona Citation clusters | Reviews, review articles Encyclopedias Book review indexes Citation indexes |

IDeA: A Heuristic Model for Prewriting Critical Book Reviews

Because professional book reviewing requires a level of analysis beyond summary, a systematic way to uncover aspects of the book being reviewed can be very helpful. Such a discovery method is called a “heuristic.” The model presented here combines research materials from James Moffett and from the team of Richard Young, Alton Becker, and Kenneth Pike.

Moffett points out the triangular relation of author, audience, and subject. Young, Becker, and Pike have described the value of shifting one’s level of perspective on a subject to generate things to say about it: any subject can be viewed as a static item, a dynamic relation, or a complex system. A reviewer may identify the static features of the book, describe its processes, and ultimately assess its position in its field. From these three increasingly sophisticated levels of analysis, I derive the mnemonic acronym IDeA: identify, describe, and assess.

To begin with, the reviewer must identify the subject, the author, and the audience for the work. The triangle formed by these three components may be called “purpose.” Sources within the work for this identification are its front matter (cover, title page, table of contents, book jacket, prefatory remarks) and back matter (indexes, bibliographies). In the library, the reviewer may consult encyclopedias, yearbooks, almanacs, subject bibliographies, and biographical reference works.

At the intermediate or textual level, the reviewer must describe the data, the analysis of the data, and the conclusions drawn in the book. The triangle formed by these components may be called “process.” It is congruent with the top-level triangle because the subject supplies the data, the writer analyzes the data, and the audience is led to draw conclusions. Sources within the book for this analysis include the text itself, with headings, tables and figures, and appendices. Library tools are reviews and critiques.

At the deepest or subtextual level, the reviewer must assess the fit of the item in the subject literature of which it is a part, the biases or presuppositions of the author, and the credibility to the audience of the argument and presentation. The triangle formed by these three components may be labeled “value system.” Intratextual sources for this analysis include such subtextual features as connotation, tone, persona, and citation clusters. Appropriate library tools would be reviews, encyclopedias, subject bibliographies, book review indexes and digests, and citation indexes.

If a reviewer can recall the basic triangle of writer, subject, and audience, and then use the IDeA acronym to recall “identify, describe, and assess,” it is not difficult to reconstruct the entire heuristic model wherever and whenever it is needed. Having generated questions and collected information, the reviewer can compose a critical review which goes beyond bare summary to considerations of intention, presupposition, argumentation, and achievement.

By Carisse Mickey Berryhill, Harding Graduate School Library, April 18, 1995.