



# HARDING SCHOOL OF THEOLOGY

## 5000 Old Testament Survey Spring 2024, Tuesdays 6:00-8:45 pm

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Welcome to Old Testament Survey!

“This Book of the Law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do according to all that is written in it. For then you will make your way prosperous, and then you will have good success.” (Josh 1:8)

“Many great teachings have been given to us through the Law and the Prophets and the others that followed them, and for these we should praise Israel for instruction and wisdom. Now, those who read the scriptures must not only themselves understand them, but must also as lovers of learning be able through the spoken and written word to help the outsiders.” (Prologue to Sirach)

### COURSE GOALS

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

*Demonstrate knowledge of the basic content of the English Bible*  
*Demonstrate exegetical skills in the interpretation of scripture*

1. Students should develop a holistic understanding of the Old Testament narrative, the story of God, and the people of Israel from creation to the post-exilic period.
2. Students should show a comprehension of the structure and basic content of the Old Testament books.
3. Students should demonstrate an ability to identify key characters, places, and themes in the Old Testament.

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

4. Students should develop a respect for the creative and redemptive work of God as it is revealed in the Old Testament.
5. Students should discover more fully their own place in the story of God.

## TEXT BOOKS

Berlin, Adele, and Marc Brettler, eds. *The Jewish Study Bible*. 2<sup>nd</sup> edition. Oxford: Oxford University, 2014.

Davis, Ellen F. *Opening Israel's Scripture*. Oxford University: Oxford, 2019.

Strawn, Brent A. *The Old Testament is Dying: A Diagnosis and Recommended Treatment*. Baker Academic: Grand Rapids, 2017.

## COURSE REQUIREMENTS

1. **Exams** – There will be four exams. They are not cumulative and each is worth 18% of your final grade. Students will take the exams at the assigned times. The exams will be taken on Canvas with the aid of Proctorio. Each exam will be closed Bible/notes and will include objective questions from assigned Bible readings (see study guide) and short answer questions based on readings from Davis.
2. **Note Taking/Study Guide** – Students are required to complete four study guides, one for each exam, and hand them in prior to taking the exam (5% of your final grade for each). Each study guide will include two parts corresponding to the readings. First, students must identify a list of People, Places, Concepts, and Quotations on study guide sheets. You will use the Jewish Study Bible (and accompanying notes) for this portion. Second, for each assigned Davis chapter, students must summarize the subsections of the chapter, discuss a significant insight learned from the chapter, and identify a critical question either raised by the chapter or a critique of a point in the chapter. Students should write two to three paragraphs per chapter.
3. **Review of Strawn - Due before class on April 23**. The review is worth 8% of your final grade. Your review of *The Old Testament is Dying* is a *critical engagement* with the book. 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), two pages to Describe (or summarize the chapters and main thesis), 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 footnotes in your Assess section. Search ATLA for reviews. Demonstrate your critique with particular examples. Your review is to be double-spaced and written in 12 pt Times New Roman (about 7-8 pages). Reviews will be **downgraded 5 points for each day late**.

## ASSIGNED READINGS

**Page counts include Introductions to individual books in *Jewish Study Bible*  
Read the textual notes that accompany the biblical texts**

### Exam 1

Genesis 1-4, 12-24, 39, 46-50 (pages 7-18, 27-48, 85-94 = **38**)  
Exodus 1-15, 19-25, 31-34, 40 (pages 95-130, 136-159, 172-182, 190-192 = **73**)  
Leviticus 1, 8-11, 15-19 (pages 193-197, 211-220, 229-243 = **30**)  
Numbers 6, 10-14, 20-22, 35 (pages 267-270, 281-283, 289-298, 307-314, 335-337 = **28**)  
Deuteronomy 1-7, 10-12, 26-30, 34 (pages 339-365, 368-375, 402-415, 427-428 = **51**)  
Total Bible – **220** pages

Davis chapters 1-5 (pages 8-128 = **120**)

### Exam 2

Joshua 1-6, 23-24 (pages 439-453, 488-493 = **21**)  
Judges 1-5, 13-16 (pages 495-509, 526-533 = **23**)  
1 Samuel 1-2, 8-10, 15-17, 31 (pages 545-553, 560-566, 574-581, 602-603 = **27**)  
2 Samuel 1-2, 5-12, 24 (pages 605-609, 612-626, 650-652 = **23**)  
1 Kings 1-8, 11-19 (pages 653-678, 682-701 = **44**)  
2 Kings 1-2, 9-10, 16-25 (pages 711-715, 726-730, 739-761 = **53**)  
Total Bible – **191** pages

Davis chapters 6, 7, and 9 (pages 129-163, 173-219 = **80**)

### Exam 3

Isaiah 1-2, 5-12, 40-42, 45, 51-55, 65-66 (pages 763-772, 775-791, 842-851, 856-859, 868-877, 893-899 = **68**)  
Jeremiah 1, 7, 26-32, 36, 39, 52 (pages 901-909, 925-927, 968-985, 991-993, 997-998, 1030-1032 = **38**)  
Ezekiel 1, 18, 36-37, 48 (pages 1033-1040, 1062-1064, 1098-1102, 1121-1123 = **19**)  
Hosea 1-3 (pages 1131-1136 = **6**)  
Amos 1, 4-5 (pages 1165-1168, 1171-1176 = **10**)  
Jonah 1-4 (pages 1187-1192 = **6**)  
Micah 1, 6-7 (pages 1193-1195, 1202-1206 = **8**)  
Habakkuk 1-2 (pages 1215-1221 = **7**)  
Haggai 1-2 (pages 1231-1235 = **5**)  
Malachi 3 (pages 1255-1256, 1259-1261 = **5**)  
Total Bible – **174** pages

Davis chapters 10-13 (pages 220-311 = **91**)

Exam 4

Psalms 1, 2, 3, 8, 19, 51, 110, 137 (pages 1265-1271, 1275-1276, 1287-1288, 1325-1326, 1394-1395, 1424 = **16**)

Proverbs 1-2, 8, 25-26, 31 (pages 1437-1442, 1450-1452, 1476-1477, 1485-1487 = **14**)

Job 1-7, 29-31, 38-42 (pages 1489-1507, 1534-1539, 1548-1556 = **34**)

Song of Songs 1-2 (pages 1559-1564 = **6**)

Ruth (pages 1573-1580 = **8**)

Lamentations 1 (pages 1581-1586 = **6**)

Ecclesiastes 1-3, 12 (pages 1599-1606, 1616-1618 = **11**)

Esther 1-10 (pages 1619-1634 = **16**)

Daniel 1-3, 7 (pages 1635-1643, 1649-1651 = **12**)

Ezra 1, 5, 9-10 (pages 1661-1666, 1671-1672, 1677-1680 = **12**)

Nehemiah 1-2, 8-10 (pages 1681-1684, 1691-1697 = **11**)

1 Chronicles 11, 14-17, 29 (pages 1703-1710, 1729-1732, 1736-1744, 1760-1763 = **25**)

2 Chronicles 1-2, 6-7, 10, 32-36 (pages 1765-1769, 1773-1779, 1782-1784, 1817-1831 = **30**)

Total Bible – **201** pages

Davis Chapters 14-18 (pages 312-414 = **102**)

**786 total pages of Bible**

**393 total pages of Davis**

## PROPOSED SCHEDULE

**Week 1** (Jan 9) – Metaphors for the Bible: A Guide for Reading  
The Times and Places of the Old Testament

**Week 2** (Jan 16) – Creation

**Week 3** (Jan 23) – Being Human

**Week 4** (Jan 30) – Life with God: Salvation and Covenant

Jan 31–Feb 3, Take Exam 1

**Week 5** (Feb 6) – God with Us: Temple and God’s Holy Mountain

**Week 6** (Feb 13) – On Being Holy

**Week 7** (Feb 20) – Israel’s King

Feb 21–24, Take Exam 2

Feb 27 – Study/Intensive Week

March 5 – Spring Break

**Week 8** (Mar 12) – Isaiah and Jeremiah

**Week 9** (Mar 19) – Exilic Prophets

**Week 10** (Mar 26) – Post-Exilic Prophets

**Week 11** (Apr 2) – Reconstruction and Jewish Identity

Apr 3–6, Take Exam 3

**Week 12** (Apr 9) – Psalms

**Week 13** (Apr 16) – Wisdom

**Week 14** (Apr 23) – Discussion of *The Old Testament is Dying*

**Week 15** Apr 29–May 3, Take Exam 4

## **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

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.

### **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 quizzes/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.

### **Textbooks**

Textbooks can now 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.

### **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.

### **Library Resources**

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site ([www.hst.edu](http://www.hst.edu)) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

## 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](mailto: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 watch the HST LIVE orientation video before the first day of class. The video can be found at <https://hst.edu/students/canvas-online-learning/>.

### *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.

***Course Etiquette for HST Live:***

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance is required just as if in residence on the Memphis campus. Full participation in the class is expected.
- Please make arrangements in your ministry context or employment to be in attendance for all calendared sessions (e.g., a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
- Be seated in an environment that approximates a classroom setting (e.g., a chair at a desk in your office). Remain stationary at your computer during the class session except during breaks.
- Arrange for your HST Live environment to be distraction free. Please do not answer phone calls during class.
- Failure to observe these and related etiquette matters will result in grade reductions at the professor's sole discretion.

**GRADING SCALE**

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



## 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.	<b>Identify</b> the purpose	Front matter Cover Preface Indexes Bibliographies	Encyclopedias Yearbooks, almanacs Subject bibliographies Biographical dictionaries
2.	<b>Describe</b> the process	Text Headings Appendices Tables and Figures Indexes Bibliographies	Reviews, critiques
3.	<b>Assess</b> 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 word 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.

## EXPLANATION OF OLD TESTAMENT CURRICULUM AT HST

The Old Testament curriculum is designed so that students have opportunities to study most of the Hebrew Bible in the M.Div. and M.A. in OT degrees.

M.Div. students will graduate with *at least*:

- a comprehensive understanding of OT content (OT Survey or proficiency exam)
- an awareness and appreciation for critical and theological approaches to reading the OT (Adv Intro to OT)
- having studied the Pentateuch (Adv Intro to OT)
- having studied either the writings in Wisdom Literature or the prophets in Isaiah
- a useful ability in reading the bible in Hebrew (Hebrew I and II)

In addition, the M.Div. curriculum includes elective hours for students to:

- take the other English based text class (Isaiah or Wisdom Literature) not already taken for the OT text requirement
- take a third semester of Hebrew (Hebrew Readings), which qualifies students for Hebrew Poetry
- take Hebrew Poetry, the climactic course in the Old Testament offerings
- take Old Testament World or Old Testament Theology as a general elective

### 5000 Survey of the Old Testament

This class is designed to familiarize students with the general content of the Old Testament Scriptures and significant themes of each Old Testament book. Successful completion of this class meets the requirement for the English Bible exam.

Students should take this class if they want a graduate overview of the entire Old Testament. The majority of the reading is the Old Testament. Some critical issues will be introduced, but the focus is on the content and theology of each of the biblical books. Compare this description with Advanced Intro to OT.

### 5001 Advanced Introduction to the Old Testament

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.

If you want a class that will cover the entire Old Testament and will require you to read the Old Testament itself at length, please take Survey of the Old Testament.

### 5010 Old Testament World

A selective study of history, cultures, languages, literatures, and religions of the ancient Near East from 3000 B.C. to the time of Alexander that provides background for understanding ancient Israel and emergent Judaism as well as for interpreting biblical text.

### 5030 Old Testament Theology

A study of current approaches to understanding the message of the Old Testament. Selected themes and passages will be considered in light of their contribution to the theology of the Old Testament and its meaning for the modern world.

### 5060 Wisdom Literature

A study of biblical Wisdom literature — Proverbs, Ecclesiastes, and Job — in light of its ancient Near Eastern and canonical contexts. The course seeks to identify the central themes and theological perspectives of Wisdom literature and to understand what “wisdom” means in various literary settings.

### 5082 Isaiah

A study of the text, background, and message of Isaiah. The class also engages the issues of prophecy, scribalism, and the religious use of the book of Isaiah in ancient Israel.

### 5090, 5091 Hebrew I and II

These two courses introduce the vocabulary and grammar of biblical Hebrew. Students who pass this class should be prepared to read narrative portions of the Hebrew Bible with supplementary use of the Hebrew lexicon.

### 5100 Readings in the Hebrew Old Testament

This course offers the opportunity to read narrative portions of the Masoretic Text (Hebrew Bible), expand Hebrew vocabulary, and learn the nuances of Hebrew syntax. Texts covered include Ruth, Exodus 32-34, and 1 Kings 16-19.

### 5130 Hebrew Poetry

A study of the poetry of the Hebrew Bible, with special attention to Psalms. In addition to a focus on the form and function of biblical verse, the class addresses the historical background and theological themes of particular Hebrew poems. This class requires 5100 Readings in the Hebrew OT. It counts as a text class.