THEO2004 - Old Testament 2
Course Outline

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<thead>
<tr>
<th>Course Co-ordinator</th>
<th>Grahame Feletti, PhD</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course Lecturer</td>
<td>Ed Parker, PhD</td>
<td>Ph. 4934 7517</td>
<td><a href="mailto:kaloslogos@bigpond.com">kaloslogos@bigpond.com</a></td>
</tr>
</tbody>
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Consultation hours (9am-5pm by phone; or 24h by email) Mon-Wed during semester.

Semester          Semester 2 - 2008
Unit Weighting     10
Teaching Methods   Lecture
                   Tutorial

Brief Course Description
This course provides students with more detailed insights and a working knowledge of the Old Testament, its texts, its development and its formation into a canon. Through lectures and workshop programmes, students are introduced to key features of the Old Testament, critical issues surrounding the development of this text, and modern ways of interpreting it given that world-views from ancient times are very different from those of the modern West.

Students will learn the conventions of Hebrew, Aramaic and Greek transliteration. This enables them to read the scholarly literature more effectively. Awareness of the major differences between the Hebrew canon and the Greek canon of the Old Testament will be presented.

Exegetical skills will be taught combined with critical tools including textual criticism, literary criticism, form criticism, redaction criticism and historical criticism specifically applied to Old Testament pericopes. Characterisation, point of view, theme, plot, poetic expression and metaphor are the heart of any literary understanding of texts. New literary critical approaches have opened up many fresh hermeneutical windows such as the world of the author, the world of the text and the world of the reader. Such concepts as real author, implied author, real reader, implied reader and narrator are part of this literary expression. The Old Testament is important for Jews and Christians as well as Muslims. In the Quran and other Muslim literature Adam, Noah, Abraham, Isaac, Ishmael, Moses, David, Solomon, Job all Old Testament characters are delineated. A significant understanding for biblical scholars is that reading the New Testament with any sense of depth can only come when there is an adequate knowledge of the Old. This course prepares the student for more detailed and scholarly Old Testament study (eg. in year 3).

The basic reference text will be the New Revised Standard Version.
Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Learning Materials/Texts

Course Objectives
The course seeks to produce students who can:
1. Contribute relevant theological insights and knowledge with effectiveness across a number of domains: private, public and ecclesial.
2. Communicate effectively with colleagues of other disciplines including sociology, psychology and health sciences.
3. Employ tools of cultural analysis enabling cross-cultural understanding both ethnic and generational.
4. Select the appropriate academic tools for the task when dealing with the wide range of Old Testament textual genres.
5. Develop a range of exegetical skills (reading out of the text) and not eisegetical (reading into the text) impositions.
6. Communicate understandings acquired in a number of appropriate formulations: oral statements, essay writings and critical reviews.
7. Discuss issues without becoming angry when another person has a different point of view.

Course Content
Consists of lectures and tutorials with appropriate assessment tasks

Assessment Items

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<tr>
<th>Essays / Written Assignments</th>
<th>Written assignment 500 Words, 10%</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay/Written assignment 2500 Words, 40%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Group/tutorial participation and contribution 15%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Seminar leadership plus 500 words write-up, 15%</td>
</tr>
<tr>
<td>Quiz - Class</td>
<td>Quizzes (2) - in class of 500 words, each is 10%</td>
</tr>
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Assumed Knowledge
Nil

Callaghan Campus Timetable
THEO2004
OLD TESTAMENT 2
Enquiries: School of Humanities and Social Science
Semester 2 - 2008
Lecture Monday 14:00 - 16:00 [GP1-32]
and Tutorial Monday 16:00 - 17:00 [GP1-32]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
· using another’s ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

· Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.
· Requests for Extensions of Time on Assessment Items must be lodged no later than the due
date of the item.

- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 1 courses: 31 March 2008  
For semester 2 courses: 31 August 2008  
For Trimester 1 courses: 18 February 2008  
For Trimester 2 courses: 9 June 2008  
For Trimester 3 courses: 22 September 2008  
For Trimester 1 Singapore courses: 3 February 2008  
For Trimester 2 Singapore courses: 25 May 2008  

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**

- Ourimbah Hub: Administration Building

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000
For Singapore students, your first point of contact is your PSB Program Executive

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

COURSE RATIONALE

This is a second level course in Biblical Studies and it will develop exegetical skills by the use of selected textual passages each week in class from the Old Testament (Hebrew Bible).

The course does not seek to provide the student with a ready-made theology. Rather, the aim is to facilitate the growth of critical thinking about Biblical traditions. (Three Abrahamic faiths are indicated within this literature: Jewish, Christian and Muslim.) The basic approach will be to study the primary source documents in the light of the vast scholarly literature that has accumulated.

A central rationale of the curriculum is to give students opportunities to understand the breadth of Biblical studies and, where relevant, to locate their own theological positions and understandings within a diversity of critical and theological positions. It thus allows students to develop their own stance, becoming aware of their strengths and shortcomings.
The course offers necessary skills for comparing, contrasting and evaluating Biblical texts along with the development of a range of scholarly methodologies and approaches appropriate to the reading and interpretation of different textual genres.

Seminar/tutorial programmes will encourage students to engage critically with a diverse number of interpretative positions, to develop their own critical skills, and identify their own presuppositions and prejudices. The focus on examining the books of the Bible as products of a particular context will also encourage students to examine their own context (e.g. are there other concerns than ours?). It should thus broaden students’ horizons and enquiries.

Class Timetable for Semester
Classes will meet for a period of thirteen weeks, commencing Monday 21st July and finishing on October 27th, with a mid-semester break from Monday September 29th to Friday October 10th. The class time is 2pm to 5pm each Monday of the semester. [July 21, 28; August 4, 11, 18, 25; September 1, 8, 15, 22; October 13, 20, 27. Please note: No class on November 3]

Preparation for lectures and seminars
It is expected that the student will have read the assigned readings for each week’s seminar, and will attend all lectures and seminars.

Course lecturer will assist students in recognising the appropriate reference books and journals in theology. Several sources of excellent information in summary form are found in good quality Bible dictionaries such as Interpreter’s (5 volumes) and Anchor (6 volumes). [These two major dictionaries adopt quite different approaches.]

Detailed nature of Summative Assessment

<table>
<thead>
<tr>
<th>Task (#)</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Assessment Paper Essay (#1)</td>
<td>500 words – see Critical Assessment paper below</td>
<td>10%</td>
<td>Aug 11 By 5pm</td>
</tr>
<tr>
<td>Essay (#2)</td>
<td>2500 words – see Topics below</td>
<td>40%</td>
<td>Oct 13 by 5pm</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution (#3)</td>
<td>Read up on weekly topic and be prepared to provide or discuss questions in class.</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Seminar leadership (#4)</td>
<td>Read up on and lead a short seminar (see notes and topics list below); and provide a 500 word review of the event</td>
<td>15%</td>
<td>As arranged</td>
</tr>
<tr>
<td>Quiz 1 – in class (#5)</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>Aug 25</td>
</tr>
<tr>
<td>Quiz 2 – in class (#6)</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>Oct. 27</td>
</tr>
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[See below for further details of assessment tasks]

General Alert
You are required to submit the major essay (worth 40%) in electronic form via Turnitin on the course Blackboard, as well as a hard copy. The hard copy may be handed in during a class session, or to the Student Hub. Students can expect to receive feedback on written assignments and seminar tasks if completed by the due date.

Late assignments or a missed seminar presentation without permission will incur standard university penalties (see Important Additional Information section). Assessment is based on the
stated course learning objectives, in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).

Class Quizzes
The two short quizzes (each of 75 mins. duration, on Monday August 11\textsuperscript{th} and October 13\textsuperscript{th}) are to check your progressive growth in understanding and applying what you have learnt during the semester. Each will involve a selection of (5) short answer questions (100 words each) relating to topics discussed in the previous five weeks - accentuating the importance of attending and participating in class.

Essays
The two essays are of different value, the first of 10\% and the second at 40\%, and must be in by 5pm on the due dates. These two essays are sequenced during the semester to give you timely feedback on your progress, which will be based on a standard report form using grading criteria. This form is available in the Assessment section of the course Blackboard.

It is expected that the set-out and format of the major essay should conform to academic standards appropriate to theological studies. At this level deductions will be made for inappropriate set-out and in text / footnote discrepancies. The word count does not include footnotes, bibliography or appendices.

Essay 1, due for submission by \textbf{5pm on Monday, August 11\textsuperscript{th}}.

This 500 word critical assessment task focuses the following issues: (1) the development of academic skills in both language and set out; (2) the appropriate use of referencing systems [for this paper use the APA (American Psychological Association) system]; and (3) the ability to take a complex question and present succinctly the key issues and academic sources.

The topic to research is: "Covenant in the Pentateuch: A Biblical Theological Perspective."

Rules of engagement:
a/ word count is for text only and does not include the Reference list that should contain at least six sources. These references should be academic secondary sources, not popularist or non-academic texts.
b/ up to nine in-text references are required, from at least six separate sources – no repeats of the same source with the in-text references.
c/ on rare occasions APA allows for a single footnote, use one of these in your paper.

Essay 2, due for submission by \textbf{5 pm on Monday, October 13\textsuperscript{th}}.

This 2500 word essay must meet the requirements of an academic essay. It should be set out in appropriate style with adequate footnotes and bibliography. For this essay you will be required to use the Chicago/Turabian system. This means that there are no in-text references, but that each reference is placed in a footnote. Distinguish clearly between referencing conventions in a footnote and in a bibliography. Ascertain how to reference a multi-authored text, journal/serial and internet resources.

The essay topic is:

Choose an Old Testament passage, approved by the lecturer (no less than 10 verses and no more than 30) and examine the following questions:

1. Without looking at any commentaries read the passage in three modern English versions e.g. NRSV/RSV, NIV, etc. Then in 200 words write what you think it means from your reading alone [title this “my first response to the text”]. A footnote should designate the three versions.
2. Then read four modern commentaries on the text (academic and later than 1960, you cannot use a reprint date to use Matthew Henry!). Outline in brief what the commentaries have said – in 300 words – particularly where they have differed from your first response [title this “what the commentators have said”].


NB. In place of THIS OLD TESTAMENT PASSAGE insert Book, chapter and verses such as “Amos 7:xxxx.”

Rules of engagement:

a/ do not write in the first person. Allow the headings to designate your involvement. Begin “my first response to the text” in a form such as “this passage argues/suggests/claims …”

b/ for the second section, “what the commentators have said” designate in a footnote their texts, write 300 unreferenced words using your language for what they have said – no direct quotes in this section.

c/ in one final sentence to this section suggest how much, percentage wise, your understanding and the commentators insights have agreed or differed.

d/ for an essay of this importance you should have 12 or more substantial texts in your bibliography.

e/ place this block of text (the question as presented here) on a separate page, unchanged, after the essay title page/cover sheet, so that any reader knows what to expect.

Seminar Leadership

Each student will lead one 40 minute seminar session, based on one of the class’s set readings. The lecturer in consultation with the class will assign you a date for this presentation. (If there are more than the 12 set readings required, the lecturer will provide additional readings.) The 40 minutes is to be divided into two 20 minute parts. The first half is an oral presentation by the student leader; the second half is a group discussion, led by the same presenter.

In the first (didactic/teaching) half, the student presenter is expected to demonstrate a grasp of the relevant information, insight as to the significance of this information with regard to biblical studies, and creativity in the way it is dealt with. In the first class, and/or on the course Blackboard, students will be shown the higher academic skills required for each grade level (using Biggs’ SOLO taxonomy), since this approach will be used to grade their performance in this course.

Before starting the presentation the student will give the lecturer a 500 word, typed document (A4 and double spaced) outlining what the student intends to present. It can be set out in abbreviated form. [Name, student number, date and set reading title are necessary].

The following criteria are part of the evaluation process:

1/ A clear presentation of the major issues.
2/ Several critical questions and evaluations leading into a participatory discussion (second half).
3/ Skills in leading the forty minute process will contribute to the grade achieved.

Method of presentation is important, but content is significant – the student can use Powerpoint but it should be as an adjunct not an all-consuming distraction. You can also use the white board, or alternatively a single A4 uncluttered typed sheet with basic directions and maybe some questions for consideration (one copy to be given to each class participant).
Group/Tutorial Participation

Each student is required to participate in the seminars, and this will also be assessed in terms of preparation. This effort should take no more than one hour of work per week (compared with the preparation needed by the student leading the seminar - who will need to study the set reading more closely and think about how best to promote, focus and summarise the group discussion).

Each student in the rest of the group (ie. non-presenters) for that week will need to prepare by:
1/ Reading the set text (approx. 25 to 30 mins.), and then on half an A4 page, along with their name, number, date and set reading title,
2/ Write two questions that arise from your cursory reading for that week; and below that
3/ In 50 words or less, state why you think those questions are appropriate and significant.
This written task must be handed in before the seminar session begins. It is too late to submit it during or after the seminar.
4/ Each student must submit seven of these short papers (2 questions plus critical comment) during the semester. Each paper is worth 2 marks, and if all seven are completed successfully 1 bonus point brings the total to 15.

TOPICS AND SET READINGS
for Lectures and Seminars in THEO2004


[Each author marked ** is for extra insight regarding important issues – it is suggested, not compulsory. Set readings are just that, hence compulsory.]

Week 1 July 21

"The Exegete and his/her bag of tools:"
- Methods of approach to exegetical and hermeneutical questions
- Text issues – which is the best text?
- History with all its windows
- Grammar and syntax
- Literary insights
- Oral traditions and form criticism
- Editorial work and redaction criticism
- "and there is more!!"

(Abrams looks at Mimetic, Expressive, Objective and Pragmatic ways of reading texts, leading to two modalities called referential and poetic function.)

A piece of text: Exodus 15:1-21 >>> The Song of Moses/Miriam? (class activity)


Week 2 July 28

"Pentateuchal Themes:"
- Election (choice to or for what?)
- Covenant (unilateral and bilateral)
- Law (instruction, not just rules)
- The Exodus and its theology

Berlin draws our attention to literary windows, particularly characterization that includes agent, stereotypical and fully fledged positions. Growing out of this we need to examine other narrative/literary features including setting [Sitz-im-Leben], plot and resolution, point of view [where is the ‘camera’ placed?], themes, speech qualities, repetition, variation, analogy, contrast, ambiguity, omission etc. What ‘spin’ is placed on the text historically, geographically, politically, socially, religiously?)

A piece of text: Genesis 15 & 17 >>> Dealing with covenantal issues (class activity)


Week 3 August 4

“Wealth and Poverty: Justice in the world:"
- Social justice in a harsh world
- What does it mean to love God? – Deut 6:4 & 5
- What does it mean to love my neighbour? – Leviticus 19:18
- Who is my neighbour?
- Conquest, slavery, patriarchalism
- What does it mean to be poor when one lives in a subsistence community?
- Are there any easy answers?? What does one do if the only choices are all bad?

(Brueggemann, the most influential OT scholar today, pushes the boundaries of understanding and makes us deal with principles that apply both then and now. We cannot escape and walk away!)

A piece of text: Amos 1 & 2 plus >>> Dealing with justice questions (class activity)


Week 4 August 11

“Abraham: The Father of Three Faiths:"
- The call of Abraham / Abram
- The blessing of Abraham
- Abraham as progenitor
- Abraham as religious/spiritual forebear
- The rise of Judaism
- The rise of Christianity
- The rise of Muslims (Islam)
- Issues of exclusivity, inclusivity and pluralism
- The place of fundamentalism in the world

(Armstrong shows that fundamentalism is not limited to a single ethnic or religious group – it is a human condition.)

A piece of text: Genesis 12 >>> Dealing with Abraham’s call (class activity)


Week 5 August 18

“Clean and Unclean; Sacrifices and Offerings: Tabernacle and Temple; Holy and Holiness:"
- Is this hygienic or is it cultic?
- Sacrifices and community cohesion
- Centralised worship
- Does location change worship?
- Does technology change worship?

(These scholars give a broad yet significant coverage of a whole range of OT issues.)

A piece of text: Lev 14 >>> Examining a set of terms and repetitions (class activity)


**Week 6, August 25**

"Women in a man’s world: Miriam, Deborah and Esther:"
- Is there a level playing field?
- Rising above the status quo
- Is training the sons enough?? Does it stop there?
- Are the social constraints of the OT still adequate for today, concerning the position of women e.g. Ex 20:17?
- Galatians 3:28 and its three divides – the world and the church today are still struggling!
  (Even Paul the NT writer did not practically do this, even though he philosophically/theologically suggested it in Gal 3:28.)

**Peter Watson (2000/1) A Terrible Beauty: The People and Ideas that Shaped the Modern Mind, London: Phoenix.**

(Enlightened as we claim to be, if the 20th century is any comment, we are often still in the dark!!)

A piece of text: Ezra 9 & 10 >>> Anatomy of an ethnic cleansing (class activity)


**Week 7, September 1**

"Religion, Priesthood, Worship, Liturgy:"
- What is the difference between cultus and ethos?
- What is religion?
- Why do we need priests?
- The book of Judges, “every man did what was right in his own eyes"
- The tabernacle, portable shrine
- The temple, permanent location
- The book of psalms as texts of worship
- Ezekiel's new temple, Eze 40-48
- Individual and Community


(Armstrong takes the reader through thousands of years of history, but in the process reveals a lot about religion [three faiths] and worship.)

A piece of text: Isaiah 58 >>> Balance between externals and “internals” (class activity)

**Week 8. September 8**

"Moses and the Formation of a Nation:"
- A powerful story
- A great leader, at times misunderstood?
- Moses, a key figure in the Pentateuch, though not the author
- The beginnings of Israel
- The setting up of systems
- The establishment of administration
- The establishment of a society
- The development of theology

(This text gives a balanced and scholarly interpretation of the Bible, includes the apocrypha [deuterocanonical], and presents useful information about the Pentateuch including Moses.)

A piece of text: Ex 1 – 4 >>> A grand story (class activity)


**Week 9. September 15**

"God, names, actions, mystery and the ANE milieu:"
- The Hebrew names built around *el* and *elohim*
- The Hebrew "*Yahweh*" – the Tetragrammaton
- The Ras Shamra tablets / Ugarit
- The move towards monotheism
- The shift from idolatry
- The Baal cycle
- The transcendent and the immanent
- Anthropomorphism
- The part the Babylonian captivity played in Jewish worship
- Archaeological finds

(p. vii says, “this book has an eminently practical concern, the liberation of the biblical text for the church in a new situation, for interpretation, proclamation, teaching and practice.”)

A piece of text: Ex 34:6 & 7 and Ps 136 >>> Interesting issues (class activity)


**Week 10. September 22**

"The Prophetic Call, Isaiah, Jeremiah and Amos:"
- Do prophets just predict?
- Are prophets social critics?
- Do prophets challenge kings and political figures?
- Can a person be a prophet and not make predictions?
- Are prophets unique to Israel?
- Were prophets sometimes odd characters?
- Does oddness mean irrelevant?
- The so-called major and minor prophets of the Bible
- Non-literary and literary prophets
- Do we need prophets now?

(Wilson sets the prophets in the midst of the complexity of Old Testament)

A piece of text: Eze 37:1-14 & Jer 30:1-31:40 >>> Renewal in adversity (class activity)

**Week Eleven. October 13**

“The Eighth Century Prophets: Hosea, Amos, Micah and Isaiah:”
- Prosperity and Injustice
- The Covenant lawsuit (rib pattern)
- First, Second and Third Isaiah (Proto, Deutero and Trito)
- Micah 6:8 captures an important view
- The Northern Kingdom and the Southern Kingdom
- Preaching from the Prophets
- Opposites: High abuse and Challenging proclamation
- The form of ANE covenants

(A group of former Old Testament scholars present their views on a range of approaches for understanding the OT.)

A piece of text: Mic 6:1-8 >>> A covenantal law suit (class activity)


**Week 12. October 20**

“Wisdom – Useful Glue for Society”
- What makes the difference between knowledge and wisdom?
- ANE wisdom
- Biblical books of wisdom: Proverbs, Ecclesiastes, Job, Ecclesiasticus / Wisdom of ben Sirach and Wisdom of Solomon (plus)
- Kingly courts and wise persons
- Like a global positioning system for thought and behaviour
- Conforming and non-conforming wisdom
- Often neglected, needs a better press!
- Leo Perdue and wisdom’s theological importance

(Perdue seeks to heighten the position and worth of wisdom in the interpretation of the Old Testament.)

A piece of text: Prov 8 >>>> Great personification (class activity)


**Week 13. October 27**

“Daniel: In and Out of the lion’s den of apocalyptic:”
- Daniel read as court tales, chapters 1-6
- Daniel read as apocalyptic, chapters 7-12
- The apocrypha (deuterocanonical) additions to Daniel
- Need for appropriate definitions of apocalypse, apocalypticism and apocalyptic eschatology
- Along with the NT book of Revelation, often the happy hunting ground for weird interpretations
- Apocalyptic arises between 250BCE and 250CE
- Two major genre pathways, so-called ‘historical’ and ‘other-worldly’
- Apocalyptic influences the writing of the NT
- Need for appropriate hermeneutic
- The rise of apocalyptic witnessed in OT
- “Thank God I’m Straight” – the problem of hubris in interpretation

(Collins is an important interpreter of main-stream academic/scholarly apocalyptic understanding.)

A piece of text: Dan 5 & 7 >>> Vindication and Retribution (class activity)

Thirteenth set reading: John J. Collins (2007) A Short Introduction to the Hebrew Bible, Minneapolis: Fortress Press, an examination of the glossary, for a revision of useful terms to capture the ideas used throughout the semester, pp. 307-312.

Bibliography


## Semester Weeks, Dates, Lecture Topics and Assignments Due for THEO2004

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>EVENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>July 21</td>
<td>“The Exegete and his/her bag of tools:”</td>
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<td>2</td>
<td>July 28</td>
<td>“Pentateuchal Themes:”</td>
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<td>3</td>
<td>August 4</td>
<td>“Wealth and Poverty: Justice in the world:”</td>
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<td>4</td>
<td>August 11</td>
<td>“Abraham: The Father of Three Faiths:”</td>
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<td><strong>Essay 1 due by 5pm Monday, August 11th.</strong></td>
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<tr>
<td>5</td>
<td>August 18</td>
<td>“Clean and Unclean; Sacrifices and Offerings: Tabernacle and Temple; Holy and Holiness:”</td>
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<td>6</td>
<td>August 25</td>
<td>“Women in a man’s world: Miriam, Deborah and Esther:”</td>
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<td><strong>Quiz 1 - 75 mins. duration</strong></td>
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<td>7</td>
<td>September 1</td>
<td>“Religion, Priesthood, Worship, Liturgy:”</td>
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<td>8</td>
<td>September 8</td>
<td>“Moses and the formation of a Nation”</td>
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<td>9</td>
<td>September 15</td>
<td>“God, names, actions, mystery and the ANE milieu:”</td>
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<td>10</td>
<td>September 22</td>
<td>“The Prophetic Call, Isaiah, Jeremiah and Amos:”</td>
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<td><strong>mid-semester break Monday September 29th to Friday October 10th</strong></td>
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<td>11</td>
<td>October 13</td>
<td>“The Eighth Century Prophets: Hosea, Amos, Micah and Isaiah:”</td>
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<td><strong>Essay 2 due by 5 pm Monday, October 13th.</strong></td>
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<tr>
<td>12</td>
<td>October 20</td>
<td>“Wisdom – Useful Glue for Society”</td>
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<td>13</td>
<td>October 27</td>
<td>“Daniel: In and Out of the lion’s den of apocalyptic:”</td>
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<td><strong>Quiz 2 - 75 mins. duration</strong></td>
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E Parker & G Feletti: 8july08