THEO2004 - Old Testament 2
Course Outline

Course Co-ordinator: Ed Parker, PhD
Room: General Purpose Building GP 226
Ph: Messages through School Office on 49215213 (or 49347517)
Fax: 
Email: edmund.parker@newcastle.edu.au
Consultation hours: Mondays 1pm – 5pm on campus, otherwise by email

Course Overview
Semester Semester 2 – 2009: Class meets Monday 2-5pm
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

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: Entered June 3, 2009
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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<thead>
<tr>
<th>Assessment Items</th>
<th>Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Written assignment 500 Words, 10%</td>
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<tr>
<td>Essays / Written Assignments</td>
<td>Essay/Written assignment 2500 Words, 40%</td>
<td></td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>Group/tutorial participation and contribution 15%</td>
<td></td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Seminar leadership plus 500 words write-up, 15%</td>
<td></td>
</tr>
<tr>
<td>Quiz - Class</td>
<td>Quizzes (2) - in class of 500 words, each is 10%</td>
<td></td>
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</tbody>
</table>

Assumed Knowledge
Nil

Callaghan Campus Timetable
THEO2004
OLD TESTAMENT 2
Enquiries: School of Humanities and Social Science
Semester 2 - 2009
Lecture and Tutorial Monday 14:00 - 16:00 [GP1-32]

School of Humanities & Social Science
**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](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

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

For Semester 1 BI courses: 31 March 2009
For Semester 2 C courses: 31 August 2009
For Trimester 1 s courses: 18 February 2009
For Trimester 2 D courses: 9 June at 2009
For Trimester 2 courses: 9 June 2009
For Trimester 3 courses: 22 September 2009

Singapore Census Dates
For Trimester 1 Singapore courses: 27 January 2009
For Trimester 2 Singapore courses: 26 May 2009
For Trimester 3 Singapore courses: 22 September 2009

Block 1: 16 January 2009
Block 2: 13 March 2009
Block 3: 15 May 2009
Block 4: 10 July 2009
Block 5: 11 September 2009
Block 6: 16 November 2009

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

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term 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 go to myHub: 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
- Faculty of Engineering and Built Environment
- Faculty of Health
- Faculty of Science and Information Technology

**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: [http://www.newcastle.edu.au/study/studentsupport/index.html](http://www.newcastle.edu.au/study/studentsupport/index.html)

**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.
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

--- End of CTS Entry ---

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

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 thirteen weeks, commencing Monday 27th July to September 21st, with a mid-semester break from Monday September 28th to Friday October 9th, recommencing Monday October 12 to November 2. Class meeting time is 2pm to 5pm each Monday of the semester [July 27; August 3, 10, 17, 24, 31; September 7, 14, 21; October 12, 19, 26; & November 2].

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>
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<tbody>
<tr>
<td>Critical Assessment Paper Essay (#1)</td>
<td>500 words – see Critical Assessment paper below</td>
<td>10%</td>
<td>By 5pm Friday</td>
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<td></td>
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<td></td>
<td>Aug 21</td>
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<tr>
<td>Essay (#2)</td>
<td>2500 words – see Topics below</td>
<td>40%</td>
<td>by 5pm Friday</td>
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<td>Oct 23</td>
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<tr>
<td>Group/tutorial participation and</td>
<td>Read up on weekly topic and be prepared and discuss questions in class</td>
<td>15%</td>
<td>Ongoing</td>
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<tr>
<td>contribution (#3)</td>
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<tr>
<td>Seminar leadership (#4)</td>
<td>Read up on and lead a short seminar (see notes and topics list below); and provide</td>
<td>15%</td>
<td>As arranged</td>
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<td></td>
<td>a 500 word summary</td>
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<tr>
<td>Quiz (#5)</td>
<td>Part A: written preparation (500 words); and Part B: in-class discussion based on</td>
<td>10%</td>
<td>Nov 2</td>
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<td></td>
<td>that research</td>
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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).

The Quiz
This quiz is different to the usual, in that it has both a written and an oral part, each worth ten marks. The written part (A) involves your preparation on a topic to be debated in class (part B) on November 2 – thus the two performances are linked.

Part A involves your preparation (500 words) of the points supporting a particular thesis, based on the topics mentioned below and guidance from your lecturer during the course. You must bring this written quiz to the final class, ready to be handed in.

Part B involves presenting your ideas in the final class as an integrated component of a group debate or forum, again using guidelines given by the course lecturer. The Part B of the quiz will last 60 – 75 minutes. External staff may attend and adjudicate or assist.

The oral part of the quiz is therefore designed to be interactive and assesses effective group interaction as well as personal communication skills. It will function like a hybrid between a debate and a court case in discussing this (these) important issue(s).

Your preparation (Part A) will take as its starting point the Amaziah / Amos confrontation (see Amos 7:10-17). There will be two lines of argument. One (from the perspective of Amos) will be called the Judean front, and the other (from the position of Amaziah) called the Bethel confrontation. (The class will be divided by the lecturer into two groups, determined by the second week of the course.) The case / adjudication will argue the rights of the two southern tribes versus the ten northern tribes. Some of the issues under consideration will be:

1/ Centralisation at Jerusalem versus non-centralisation
2/ Prophetism versus priestly sacerdotalism
3/ Equality, liberty and fraternity: human rights versus human abuse – part of the reason for the ten / two tribal division in the first place
4/ Exclusivity as opposed to inclusivity
5/ Scriptural authority versus human choice
6/ “But the land is mine!” – territorial rights (does it have any bearing on the Israel / Palestinian issues today?)
7/ Theological and biblical considerations (principles) that could and should undergird this debate.

The basic argument will be (Pro) to defend Amos and the Judean front, or (Con) to uphold Amaziah and the Bethel confrontation against Amos. Some literary licence will prevail because we will allow Amos to stand for all that Judah stands for (the two southern tribes) and Amaziah to similarly represent what Israel (the ten northern tribes) stands for.

The “quiz” court case debate will have these rules of engagement:

a) A person outside of the class will act as magistrate (it could be the program convenor, the head of the discipline or a person of relevant knowledge). He/she will invite the students to speak in order. After a short (10 -15 minutes) break at the end of the case / debate, the “magistrate” will deliver his/her judgement.

b) General rules of debate will prevail, with all students being given roughly equal time to present their argument. The class lecturer will act as overall coordinator of the session, and may give feedback to the group before the session ends. However, the “magistrate” will have the final say on the outcomes of the discussion.

Marks for this quiz:
Part A (10 marks). Each student will hand in a two page lawyer / barrister type of brief (500 words maximum) at the conclusion of the debate / court session. This document must outline the arguments presented by that student (this quiz part may be handwritten).

Part B (10 marks). This assessment will be based not only on the cogency of the points raised by each student during the debate, but also the vitality of the student’s presentation and engagement with the group.

Despite the presence of any external staff in the session, the course coordinator is responsible for the marks assigned in both parts of this quiz for each student.

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 5pm on Friday August 21.

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 (or Salvation/Redemption) 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. APA systems do not have bibliographies they have reference lists that use only the texts cited. These should be academic sources, not popularist.
b/ provide at least six in-text references, and include one short quotation.
c/ on rare occasions APA allows for a footnote, use one of these in your paper.

Essay 2, due for submission by 5 pm on Friday October 23.

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”].

3. Then in 2000 words write your essay addressing the following question: HOW DOES THE WORLD OF {insert passage references to be exegeted that has been negotiated with the lecturer} AND THE WORLD OF TODAY INTERFACE? [sub-title your essay “An Ancient Text in 2009: Challenges, Guidance and Reflections”].

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/ situate this block of text (the question exactly as presented here) on a separate page, unchanged, placed immediately after the essay title page/cover sheet, so that any reader knows what to expect. (That is the information under the above heading “Essay 2, due for submission by 5 pm on Friday October 23.” – ending at this point)

f/ Your cover sheet should have the full title including the passage references (e.g. biblical book, chapter, verses [bk ch vv] under consideration inserted at the appropriate place). This would then read like

HOW DOES THE WORLD OF \textit{bk ch vv} AND THE WORLD OF TODAY INTERFACE?

“An Ancient Text in 2009: Challenges, Guidance and Reflections”.

Seminar Leadership

Each student will lead one 30 minute seminar session, based on a designated class reading from the set text. The lecturer in consultation with the class will assign a date for each presentation. (If there are more than the 12 set readings required, the lecturer will provide additional readings.) The 30 minutes is to be divided into two 15 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. [The lecturer will give each student a specific subject arising out of the set readings for the semester presentation, this will be negotiated with each class member individually during the second and third weeks of lectures. There should be a high level of academic excellence demonstrated.]

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 the 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/ A number of critical questions and evaluations leading into a participatory discussion (second half).

3/ Skills in leading the thirty minute process will contribute to the grade achieved.

Method of presentation is important, but content is significant. This can be done in one of two ways: (1) by use of the white board plus a short summary handout for each student, or (2) by a more detailed handout (the same as given to the lecturer) with no whiteboard use.

Group Assigned Reading Response Papers

Each student is required to participate in the seminars, and this will also be assessed in terms of preparation. This effort should take several hours per week and MUST be handed in before the topic is covered in class by either the seminar presentations or the lecturer. The most practical way is to follow the weekly schedule as listed in the course outline.

Each student in the rest of the group (i.e. non-presenters) for that week will need to prepare by:

1/ Reading the set text, and then on an A4 typed page, along with their name, number, date and set reading title,

2/ Write two questions that arise from their reading for that week; and below that

3/ In 50 words or less, state why they 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, totalling a maximum of 15 if all seven are completed at a satisfactory level.

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 27

"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 August 3 **
“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 10 **
“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 17 **
“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 24**

"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?
- Temple destroyed, exiled to Babylon – a textual people?!
- What does holiness actually achieve?
- Is holiness an ontological state or is it an attitude?
- Is God located in a piece of land or in a building?
- What about the mystery of God?
- Facing limit problems
- The noumenon and the phenomenon!


(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 31**

"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?
- The image of God considered as maleness AND femaleness
- 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 7**

"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

(These two scholars open many new windows of insight into the Old Testament world.)

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


**Week 8, September 14**

“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 21**

“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, October 12**

“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 19 **
"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 26 **
"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. November 2 **
"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**


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<thead>
<tr>
<th>Week</th>
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<td>July 27</td>
<td>“The Exegete and his/her bag of tools”</td>
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<td>2</td>
<td>August 3</td>
<td>“Pentateuchal Themes”</td>
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<td>3</td>
<td>August 10</td>
<td>“Wealth and Poverty: Justice in the world”</td>
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<td>August 17</td>
<td>“Abraham: The Father of Three Faiths”</td>
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<td><strong>Essay 1 due by 5pm Friday August 21</strong></td>
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<td>5</td>
<td>August 24</td>
<td>“Clean and Unclean; Sacrifices and Offerings: Tabernacle and Temple; Holy and Holiness”</td>
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<td>6</td>
<td>August 31</td>
<td>“Women in a man’s world: Miriam, Deborah and Esther:”</td>
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<td>7</td>
<td>September 7</td>
<td>“Religion, Priesthood, Worship, Liturgy”</td>
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<td>8</td>
<td>September 14</td>
<td>“Moses and the formation of a Nation”</td>
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<td>9</td>
<td>September 21</td>
<td>“God, names, actions, mystery and the ANE milieu”</td>
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<td><strong>Mid-semester break Monday September 28th to Friday October 9th</strong></td>
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<td>10</td>
<td>October 12</td>
<td>“The Prophetic Call, Isaiah, Jeremiah and Amos”</td>
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<td>11</td>
<td>October 19</td>
<td>“The Eighth Century Prophets: Hosea, Amos, Micah and Isaiah”</td>
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<td><strong>Essay 2 due by 5 pm Friday October 23</strong></td>
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<td>12</td>
<td>October 26</td>
<td>“Wisdom – Useful Glue for Society”</td>
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<tr>
<td>13</td>
<td>November 2</td>
<td>“Daniel: In and Out of the lion’s den of apocalyptic”</td>
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<td><strong>The Quiz, parts ‘a’ and ‘b’</strong></td>
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Important Additional Information

WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

HARD COPY SUBMISSION:

- **Type your assignments**: All should be typewritten unless this is impossible for the student. Type in 11 or 12 point black font. Leave a wide margin for marker’s comments. Use 1.5 or double spacing. Include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work**: Spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages**: of your assignment together. Do not use pins or paper clips. Do not use plastic covers.
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet stapled to the front. The coversheet is available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **Essays should be submitted at any Student Hub**: Hubs are located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Seminar Leadership Reports should be submitted at tutorials**: They should have a coversheet, but need not be date-stamped.
- **Do not fax or email assignments**: Only hard copies of assignments or those submitted via Turnitin on the course Blackboard will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

ONLINE SUBMISSION OF ASSIGNMENTS TO TURNITIN

In addition to hard copy submission, students are required to submit an electronic version of essay assignments to Turnitin via the course Blackboard website:

When you have finished your essay, go into the THEO1030 Blackboard Course, click on the ‘Assignments’ button in the sidebar, and click on the ‘Essay’ assignment.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

PENALTIES FOR LATE ASSIGNMENTS

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


SPECIAL CIRCUMSTANCES
If you require an extension, or special consideration, for any assessment item worth more than 20%, you must apply through the online Special Circumstances System. For THEO1030, this applies to the essays.

To apply, go here:

For information about applying, see:
http://www.newcastle.edu.au/study/enrolment/SpecialCircumstancesChecklist20070402.doc

For Special Considerations policy information, see ‘Special Circumstances Affecting Assessment Items - Procedure 000641’;

If you require an extension or special consideration for any smaller assessment item (worth 20% or less), speak to the Course Lecturer in person or by email.

NO ASSIGNMENT RE-SUBMISSION

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Lecturer to receive individual feedback on their assignments.

RE-MARKS & MODERATIONS

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

RETURN OF ASSIGNMENTS
For THEO1030, students will be able to collect their marked Essays and Quizzes from a nominated Student Hub during office hours. Students will be informed during classes which Hub to go to, and the earliest dates that assignments will be available for collection. Students must present their own student identification cards to collect their assignments. Marked Seminar Leadership Reports will be returned to students in seminars. All marks will be entered in the Blackboard Gradebook for THEO1030, for students to check their marks for themselves.


**PREFERRED REFERENCING STYLE**

Your Essay and Seminar Leadership Report must include referencing where appropriate to all the sources you have used in your essay. This includes sources from which you have gathered any information that is deeper than an obvious general-knowledge type of information. It includes sources for any quotations you use, and sources of any theological understandings, interpretations or arguments that you make use of. Whichever style you use for your references and bibliography, you must do it correctly and consistently. Inadequate or incorrect referencing to the work of others may be viewed as plagiarism, and may result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from:

**GRADING GUIDE**

<table>
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<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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**STUDENT REPRESENTATIVES**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

STUDENT COMMUNICATION

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

ESSENTIAL ONLINE INFORMATION FOR STUDENTS

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @

E Parker & G Feletti: 05 07 2009