

Syllabus – ECOSS #221 - Bible II
(From Exodus to Exile)
Roy L. Spore - Instructor

Course Objectives

This course examines the life of the people Israel from the time of the Exodus until the Exile. The focus is on the Biblical witness and how the people came to understand their history as divinely guided and what that meant for their relationship with God. While it is necessary to understand the historical development of the period, emphasis will be placed upon the Biblical texts that are representative of the life of the people and how those texts inform our lives of Christian faithfulness and our understanding of God. Specific objectives, as defined by the Course of Study School, include the ability to:

1. Articulate an historical overview of the experience and faith of ancient Israel;
2. Exegete certain passages that illustrate crucial turning points in the history of Israel;
3. Apply exegesis to preaching, other pastoral responsibilities and issues of the present day.

To accomplish these objectives, class participants will be expected to complete the following assignments outside of class. (A more thorough explanation of these assignments will follow later in the syllabus.)

1. Out-of-class work that presents an overview of this section of the Hebrew Scriptures
2. Exegesis of given passages from the reading
3. A Bible study that evidences the ability to do exegesis on a specific text and apply that exegesis in a manner that is appropriate to the local pastor's congregation or setting

Grading

The overall goal of this course is to enable the participants to discover a joy in doing exegesis and applying the Biblical teaching to today's world. It is the hope of this instructor that the participants will approach the course in this manner and have fun working together. However, we all know that we have to have grades. Therefore, it is only fair that you understand the criteria for grading papers and projects. In general, the following principals apply.

- A (90+)** The student has fully understood the assigned task and has executed that task with great expertise. The work shows evidence of an excellent grasp of the material, the ability to derive new insights and ideas from the material, and the ability to utilize those insights in interpreting and applying the information.
- B (80-89)** The student has a good understanding of the assigned task and has executed the assignment very well. The work shows evidence of a good grasp of the material, some new insights, and some expertise in interpreting and applying the information gained.
- C (70-79)** The student shows some understanding of the assignment and has completed all the work at a satisfactory level. The work shows evidence of having considered the material, but the insights are not original. The material is applied in an acceptable manner based on the work.

- D (60-69)** The student has completed the assignment at an unsatisfactory level. There is no evidence of having struggled with the material or considered the work of others. Application of the material lacks understanding.
- F (-59)** The student has failed to complete the assigned task.

Participants will note that the emphasis in grading is on understanding and original thought. It is the belief of this instructor that real learning is evidenced by the ability to apply information, not simply recite it. It will be important to learn from and refer to the work of others and this reference should always be noted. Plagiarism is totally unacceptable. The class grade will be figured as follows.

Out-of-class reading assignments (3)	45%	(15% each)
Exegesis (2)	20%	(10% each)
Class Project	25%	
Class participation	10%	

The out-of-class assignments prepare the student for participation in the class discussion and enable the instructor to arrange the class session according to the understanding of the students. It is, therefore, imperative that assignments be turned in by the assigned deadline in order for the instructor to review and return them to the students before class. For this reason, late assignments will be assessed a penalty of up to 10 points.

Specific Assignments

Out-of-class work – Participants are expected to complete the assigned readings in the course text, The Old Testament by Michael Coogan and Cynthia Chapman (4th edition, 2018), and respond to the questions assigned in preparation for each class. This text forms the foundation of the course and the assignments must be completed prior to each class meeting. In order to evaluate the participants' work and return it in a timely manner, the first assignment should be sent to the instructor no later than Friday, September 4. Please send the assignment by e-mail to roy.spore@yahoo.com. Make sure that it is in "Word" format and that it is received when sent. If you do not receive confirmation of receipt, please follow up.

Exegesis – Each participant is expected to prepare for each class session by completing the daily reading and beginning an exegesis on the assigned passages. A specific process for the exegesis will be introduced during the first class session. This work is not expected to be polished and 100% accurate, but should demonstrate serious reflection on the assigned exegesis. Specific passages will be assigned during the first class session.

Class Project – On the third Saturday of the course, a portion of the class will be taught by the students. Working in small groups, students will exegete a given passage, present its historical and cultural meaning and convey its significance within the Hebrew canon. Some time will be dedicated to this project during the second and third sessions, but a large portion of the work will be done outside of class.

Class Participation – This class is designed to utilize a seminar format, meaning that the participants will be responsible for sharing their knowledge and understanding in the process of discussion. The responsible participant will share in the discussion, provide information and insight that is pertinent to the learning process, and raise questions that help guide the discussion. Once again, the emphasis here is on having a good time discussing the issues rather than on having all the right answers. Absences from class will result in a reduced grade for class participation.

**Extension Course of Study School
221 - Bible II
Course Organization**

Date	Topic	Old Testament Reading	Reading
09/12/20	Welcome & Course Review		
	Review of the history of the Hebrew People		chs.1&2
	An exegetical methodology		ch. 4
	<i>Lunch</i>		
	The call of Moses	Exodus 3:1-14	ch. 7
	The Exodus Experience Wilderness Wanderings	Exodus 14:5-30 Exodus 16:2-18	ch. 8
	Sinai and the Law	Exodus 20	ch. 9
10/10/20	Review		
	Entry into Canaan The rise of the Judges	Joshua 3:7-4:7 Judges 2:11-21	chs. 13&14
	Samuel & Saul	I Samuel 8:4-22	ch. 15
	<i>Lunch</i>		
	David's Legacy	II Samuel 11:26-12:14	ch. 16
11/14/20	Solomon	I Kings 8:1-43	ch. 17
	The Kingdom Divided		ch. 18
	The later monarchy		
	Elijah and the prophets	I Kings 18:20-42	chs. 19-22
	<i>Lunch</i>		
	Amos among the prophets	Amos 5:18-27	
	Putting it all together		

Required Text

Coogan, Michael D. & Chapman, Cynthia R., The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures; Oxford University Press, 2018 (4th edition).

Pre-Class Assignment I
Background Information &
The Exodus Experience
(Due September 4)

Read Coogan chapters 1-2, 4, 7-9

In one sentence, identify/define the following terms used by Coogan
(these questions are worth 2 points each)

1. Canon
2. Septuagint
3. Pentateuch
4. Torah
5. Tanak
6. Canaan
7. Levant
8. Fertile Crescent
9. Exegesis
10. Yahweh
11. Elohim
12. Pharaoh
13. Hebrew
14. Horeb
15. Sinai
16. Baal
17. Passover
18. Theophany
19. Covenant
20. Law

Respond to these questions (1-2 paragraphs each)
(these questions are worth 10 points each)

- a. What is the Documentary Hypothesis? Identify each of the four primary sources and the basic characteristics of each.
- b. In chapter 2 the authors present a “nutshell” history of the Hebrew people and suggest that it is the preservation of this history that gave rise to the scriptures we know as the Old Testament. What are the significant questions this recollection of history seeks to address and how does this shape the way in which we approach our study of the Hebrew Scriptures?
- c. Identify 3 ongoing themes that are characteristic of the “J” source, as the authors define them from Genesis 4-11.
- d. As discussed by Coogan in Chapters 8-9, what is the significance of the Law for the Hebrew community and why is it important in our study of the Old Testament?
- e. Why is the study of the Exodus important to the Biblical narrative and future generations?

- f. In Chapter 7, Coogan raises several inconsistencies between the Biblical story and other historical and religious information from that period. How do you deal with these inconsistencies in understanding the Biblical story of the Exodus?