

**Wesley Theological Seminary**  
**Doctor of Ministry Program**  
**January 11-15, 2016**

**DM A603 The Arts in the Bible**  
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**Course Description:** The narratives of the People of God as source of new narratives, and of visual and aural representations; the arts as a source of new clues for reading the texts; the Bible in the movies. 3 credit hours (from the 2015-2016 Catalog, p. 162)

**Course Objectives:**

- To explore experientially the rich variety of arts and artistry in the Bible, including dance, poetry, myth, pottery, architecture, coins, oil lamps, music, musical instruments, gardens, song, and story
- To recognize how biblical metaphor can shape the pastoral imagination
- To draw upon the arts and artistry of the Bible for proclamation of the gospel and the practice of ministry
- To appreciate the transforming power of biblical narrative and storytelling
- To critique the use of the Bible in contemporary movies and songs

**Required Texts:**

Texts marked with an \* can be found on Blackboard.

Brown, William. *Seeing the Psalms: A Theology of Metaphor* (Westminster John Knox, 2002)

Birch, Bruce. "The Arts, Midrash, and Biblical Teaching," in *The Arts, Theology, and the Church: New Intersections*, ed. K. Vrudny and W. Yates (Pilgrim Press, 2005): 105-25 \*

Theodore Burgh, "Music in the Bible," SBL e-newsletter \*

Simon Goldhill, "Herod's Temple: a wonder of the world," in *The Temple of Jerusalem* (Harvard University Press, 2005): 57-80 \*

Victor Hurowitz, "Yhwh's Exalted House: Aspects of the design and symbolism of Solomon's Temple," in *Temple and Worship in Biblical Israel*, ed. John Day (T & T Clark, 2005): 63-111 \*

Christine Joynes, "Visualizing Salome's Dance of Death: The Contribution of Art to Biblical Exegesis," in *Between the Text and the Canvas: The Bible and Art in Dialogue*, eds. C. Exum and E. Nutu (Sheffield Phoenix Press, 2007): 145-164 \*

King, Philip and Stager, Lawrence. *Life in biblical Israel* (Westminster John Knox, 2001)

Carol Meyers, "Women and Household Maintenance," in *Rediscovering Eve: Ancient Israelite Women in Context* (Oxford University Press, 2013): 125-146 \*

"Excursus: Profession Women," 171-179 \*

Martin O'Kane, "The Flight into Egypt: Icon or Refuge for the H(a)unted," in *Borders, Boundaries, and the Bible*, ed. M. OKane (Sheffield Academic Press, 2002): 13-60 \*

Margarita Stocker, "Short Story, Maximal Imbroglia: Salome Ancient and Modern," in *From the Margins 2: Women of the New Testament and their Afterlives*, ed. C. Joynes and C. Rowland (Sheffield Academic Press, 2009): 176-189 \*

### **Inclusive Language Policy:**

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided

### **Academic Honesty:**

Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The Faculty regards the following as forms of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing and presenting as one's own (i.e., without proper attribution) the composition or ideas of another, including the internet.
- The mutilation, defacement, or stealing of library materials are examples of academic dishonesty and/or professional misconduct and are also subject to disciplinary action.

### **Course Requirements:**

1. Please read all of the required readings before class begins in January.
2. Class participation, 15% of your grade.
3. Pre-class assignment:
  - Choose one movie clip from what is posted on BB under Course Documents and compare it to the biblical text it attempts to portray. What changes to the text has the

movie made? Where has the movie filled in the gaps of the biblical text? Do you think this movie scene faithfully portrays the biblical text or not? Explain why. Maximum 2 pages.

15% of your grade.

- Choose one piece of art work from those posted on BB under Course Documents and decide if it faithfully renders the biblical text or not and explain why. Maximum 2 pages. 15% of your grade.
- Keep a journal as you read each assigned text. For each reading, note what you learned that was new, what surprised you, what you would like to incorporate into your arts ministry and why, what you struggled with and why. Each article requires a one-page journal; the Brown book requires two pages. The King and Stager book is not included in this assignment. 15% of your grade.

4. Post-class assignment: Due Friday, March 18 at 5 p.m. 40% of your grade.

a. **One exegesis** of a biblical text that is central to your final project. The exegesis will follow the Road Map for Biblical Interpretation (power point outline of Road Map available on Blackboard). 8 pages, typed, double-spaced, 12 font, Callibri.

b. **Final Project:** Choose from the following possibilities or suggest something else to me:

- Choose one metaphor from the Bible and create an artistic expression of this metaphor, and design a worship service around it, including bulletin, sermon, prayers, visuals, music, etc. Exegete a biblical text in which this metaphor is used.
- Create a verbal icon for a worship space that you would like to design. Describe how this icon coincides or contrasts with the verbal icon of Solomon's Temple in 1 Kings 6. Connect your verbal icon to a biblical text from which it draws its inspiration. Exegete this text according to the Road Map.
- Choreograph a liturgical dance based upon a biblical text you have chosen and exegeted according to the Road Map. Show how the dance is connected to the larger context of which it is a part: e.g. worship service, retreat, Bible study. Videotape the dance and send it to me.
- Choose a biblical text in which either pottery or a musical instrument appears. Exegete that text according to the Road Map and compose a song or create pottery that expresses what you learned in the exegesis. Use your creation as the centerpiece for a worship service, Bible study, or retreat which you will create and outline.
- Create a video, comic, or graphic novel excerpt that expresses the essence of a biblical text that you have chosen and exegeted according to the Road Map.
- Create a Bibliodrama, complete with warm-up exercises and post-drama reflection questions. Provide the larger context for this Bibliodrama, i.e. a worship service, Bible

study, or retreat. Exegete the text upon which the Bibliodrama is based according to the Road Map, and explain why you chose to enter the story at the point you did.