

Wesley Theological Seminary
Course of Study
Term 1 | July 6-10, 2020

CS-221: Bible II: Torah and Israel's History

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Please read this study guide *carefully*. There is a lot of information here. It may feel overwhelming at first. Take your time reading this guide, give yourself time to digest it and understand it, and if you have any questions, feel free to email your instructor. Your instructor is here to help!

We have split the previous pre-course work up into two parts. **Everyone will have one assignment due by June 29 submitted via Blackboard and one assignment due in the two weeks following our in-person class week, via Blackboard, as part of our online learning experience.**

Please schedule time each week to work on your pre-course work. If you are able to do this you will have the opportunity to come to DC next summer and enjoy some Sabbath time with us. Please let Sara Sheppard or Doug Powe know if we can help you with this in any way.

Objectives:

This course interprets the critical events, developing institutions, and traditions of Israel. Attention is given to the earliest Covenants, to the Exodus, to the rise of the monarchy, and to other events up to the eighth century prophets.

Goals:

1. Articulate a historical overview of the experience and faith of ancient Israel.
2. Exegete selected 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.

Textbooks: To obtain textbooks or view the list go to **My Wesley** on the website (<https://www.wesleyseminary.edu/MyWesley>) and click on the button that says "Textbooks" From there select your program (Course of Study Summer Intensive), then select your course number. You may order books on-line directly from our e-store.

You may also order your books from Cokesbury or any other bookseller or borrow from friends.

REQUIRED:

Birch, Bruce, Walter Brugemann, Terence Fretheim, David Peterson. A Theological Introduction to the Old Testament, 2nd edition.

Collins, John J, A Short Introduction to the Hebrew Bible
Fretheim, Terrence. The Pentatuch

Also see documents posted on blackboard by the professor.

Assigned Reading:

It is expected that you will have completed all of the assigned reading before the first day of class in order to complete your pre-class assignments.

Pre-Class Assignment Instructions:

1. Please type your papers, double-spaced, 12 font, Calibri.
2. Be sure to refer to all textbooks and reference books in your answers
3. Do not use footnotes when you quote but simply give the author and page number in parentheses after the quote, e.g. (Coogan, 49).
4. Pay attention to page limits; I will stop reading once I've reached the posted limit
5. Essay will be marked down 5 points for each day that it is late (unless you have permission from me for an extension).
6. Please submit your essay to Blackboard. To submit, click on "Assignments" in the categories box on the left of the page, then under "PreClass 1" click on the underlined "PreClass." Click on "Browse Your Computer," attach your document, then click "Submit" at the bottom corner of the page.
7. Put your name on your submission, either on the top of the first page or in the header.
8. Put your name in the file name of your document. Points off for not following directions.
9. Answer all questions in a single document instead of separate files for each question.
10. I will only accept .doc or .docx file formats.

Due June 29, 2020. Please post on Blackboard under Assignments

1. Describe the call narrative of Moses in Exodus 3. List the parts of the call narrative but also comment on the significance of each part in terms of what it says about God and about Moses. What does this call narrative say about the relationship between God and Moses? How is your call like or unlike the call of Moses? (2 pages, 30 points)
2. What does Israel remember about God and itself in the wilderness, that is, what are the basic themes of the story about Israel in the wilderness? Illustrate each theme you list with texts from Exodus and Numbers. Reflect on 'wilderness' as a metaphor for your life before God. (2 pages, 30 points)
3. The Decalogue expresses the essence of the Sinai covenant. Define the word "covenant," showing that you have consulted all of the textbooks and the reference books. Discuss the form and content of the Decalogue (the Ten Commandments). Choose one commandment and tell why it is important today. (1 page, 20 points)

4. How do Exodus and Leviticus understand the nature of 'holiness'? (1 page, 20 points)

After the face-to-face week of class, the class will continue online. Each student will be asked to lead (or co-lead, if class size allows), a class session. Choose from one of the topics below. You should come to class on July 6, 2020 with at least an outline for how you will present your topic. Prior to July 6, 2020, arrange a time to meet with your instructor for approximately 20 minutes while you are on campus (July 6-10, 2020) to discuss your plans:

1. Israel in Canaan (Joshua & Judges) - to be presented July 14, 2020, online
2. The Rise of Monarchy: Samuel and Saul (1 Sam – but focus on the relationship between Samuel and Saul) - to be presented July 16, 2020, online
3. The Succession Narrative (2 Sam 9-20, 1 Kings 1-2), to be presented July 20, 2020, online
4. Solomon and the Divided Monarchy (1 Kings 3 through 2 Kings), to be presented July 22, 2020, online

You have creative control to teach this material in whatever way you desire. Some ideas include: a powerpoint or Prezi presentation, a recorded lecture (or record a voice-over for your Prezi slides), or a video presentation. Whatever medium you choose, your presentation should include the following information for which ever topic you've chosen:

- The general contents of your passage (this is a prose synopsis of what your text includes)
- An outline of the chosen passage (How would you divide this material? What are the most important moments? What are the subplots or minor events? This is not a prose narrative, but a bulleted-type outline)
- What are the major plot themes?
- Who are the characters? How would you describe them and why? (be sure you can back up any statement with an example from the biblical text)
- What is the genre of the text?
- What are some interpretive issues? Where are the stumbling blocks? On what do scholars disagree?
- What are some of the theological issues?
- Why read this? Why should we keep reading it? Why would an ancient community keep it in their canon? Why is it important? Why is it relevant?

Your presentation should conclude with some questions that invite dialogue from your peers. Your peers will be expected to answer your questions in the online forum and respond to at least two of their classmate's responses. You should be attentive to the responses of your classmates, answering questions for clarity or encouraging further dialogue.

Your instructor will engage both you and your classmates online on the topic of your presentation.

At the very least, you should have an outline of how you will lead your class session (if not a more completed product) before the start of our face-to-face week of class. Prior to our face-

to-face week of class, you should schedule a time to meet with your instructor while you are on campus to discuss your plans for what you will present and how you will present it online. This is an opportunity for your instructor to offer personalized feedback, discuss content, expectations and presentation style (and any technological considerations or questions you might have), for you to ask questions, and to fine-tune your work so that you, and your classmates, have a positive experience and learn as much as possible. In short, consider this time a good way to alleviate any anxieties you may have about the concept of the project!

You will be evaluated on the following criteria for this portion of the class:

- Accuracy of the information you provide (you are expected to cite your textbooks)
- Attentiveness to addressing all of the information in the questions above.
- How well you draw your classmates into dialogue about your topic. Imagine that you are presenting this in your congregation, perhaps as part of a Bible study. How would you draw people in? How would you want to be engaged?
- Your thoughtful engagement with the questions posed by your classmates, both as the presenter of information and as a receiver of the information. It is not enough to simply post, “I agree” to your classmates. If you agree, why? What do you agree about? Offer substantive explanations for your ideas.
- When you are not presenting, you will be evaluated on your thoughtful engagement of your classmate’s work. You should respond to your classmate’s dialogue questions, and respond to at least two other student responses to dialogue questions, thoughtfully and in a manner that promotes conversation.

Your instructor will be engaging with you and your classmates in the comments, in response to questions posed by those offering their presentation. She will also include other videos, short articles, art, or music to help facilitate discussion or fill in gaps. Be on the lookout for these additional postings and information, as you will be expected to acknowledge them and respond to them.

As such, you should plan to log-on to our online Blackboard site daily for at least two weeks following our class. Failure to do so will result in a lower grade for the class.

Should you have any questions, please feel free to email!

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