

EAST TEXAS BAPTIST UNIVERSITY

SYLLABUS FOR MINISTRY (MINS) 1111

Old Testament 1: The Pentateuch

I. COURSE DESCRIPTION: a study of the Pentateuch (i.e., the first five books of the Old Testament). Attention will be given to the process of canonization, the geographical, cultural, and historical setting of the Old Testament, and to the theological concepts found within the books of Genesis through Deuteronomy.

II. COURSE TEXTBOOKS:

- English Bible
- Tullock, John H. *The Old Testament Story*. 9th ed. Upper Saddle River, NJ: Prentice Hall, ISBN 978-0205-09783-8.

III. COURSE OBJECTIVES:

Chapter 1: The Book and Those Who Study It

- The student will demonstrate the ability to articulate the three-fold division of the Hebrew Bible.
- The student will exhibit an understanding of the formation of the Bible, from text to translation, chronology of the Old Testament, and theological concepts (e.g., revelation, inspiration, illumination, etc.).
- The student will display an understanding of the literary genres contained in the books of the Old Testament, including narrative, legal materials, poetry, and wisdom literature.
- The student will outline and discuss the biblical narratives, primary events, major themes and teachings, and major characters contained in the books of the Old Testament.
- The student will demonstrate familiarity with the Exodus event and why it serves as one of the dominant themes of the Hebrew Bible.
- The student will describe the composition, history, and cultural and historical setting of the books of the Old Testament.
- The student will display a general understanding of the processes that gave rise to the Old Testament literature, including oral traditions, the various literary traditions that contributed to the Hebrew Bible, and its final written form as a Jewish and Christian canon of scripture.

- The student will demonstrate the ability to identify the various scholarly methods used by modern interpreters to aid in the understanding of the Hebrew Bible, including textual criticism, literary and historical criticism, redaction criticism, and canonical criticism.
- The student will show the ability to explain clearly what archaeology is and how its techniques are useful in interpreting the Hebrew Bible
- The student will demonstrate familiarity with some of the more important archaeological discoveries that impact Old Testament interpretation.

Chapter 2: The Geographical and Historical Setting for the Old Testament Prior to 1200 B.C.E.

- The student will articulate a clear understanding of the general geography of the region known as the Fertile Crescent.
- The student will demonstrate an understanding of the world and the people of the ancient Near East, specifically Egypt, Babylon, Assyria, and Palestine.
- The student will display the ability to identify the chronology of the major powers of the ancient Near East.

Chapter 3: Israel Looks at the Beginnings

- The student will effectively discuss the critical issues related to the books of the Old Testament.
- The student will display knowledge of the basic two-part structure of the book of Genesis.
- The student will demonstrate the ability to compare and contrast the creation stories of Genesis 1-2 and their relationship with the Mesopotamian creation stories.
- The student will demonstrate knowledge of major stories found in Genesis 1-11, including the creation accounts, the fall, and the flood.
- The student will display the ability to identify Israel's ancestors and the significant events in their lives.

Chapter 4: Israel Becomes a People: Exodus and Wilderness

- The student will demonstrate familiarity with historical context in which the Exodus occurred, including the circumstances of the Hebrews in Egypt and the relevant details in the Egyptian political history.
- The student will display knowledge of the various theories of the dates and routes of Israel's Exodus from Egypt.
- The student will show the ability to list and discuss the ten plagues upon Egypt and the Ten Commandments.
- The student will demonstrate the ability to articulate the purpose and character of the ten plagues upon Egypt.

- The student will be able to recall the important personalities and events mentioned in the biblical account of the Exodus event.
- The student will demonstrate a detailed knowledge of the legal system that developed in Israel's religion, including covenant, the concepts enshrined in the Ten Commandments, and the various legal codes found in the books of Exodus, Leviticus, Numbers, and Deuteronomy.
- The student will display an understanding of the origins and significances of important cultic events and objects in ancient Israel, including important holy days, the ark of the covenant, and the tabernacle.
- The student will demonstrate an understanding of the basic literary structure of the books of Exodus, Leviticus, Numbers, and Deuteronomy.

IV. COURSE OUTLINE:

- The Book and Those Who Study It
 - The Old Testament. What Is It?
 - The Vehicles that Carry the Story
 - How It Began
 - How It Developed
 - Work of Scholars
 - Archaeology as a Tool for Understanding
- The Geographical and Historical Setting for the Old Testament Prior to 1200 B.C.E.
 - The Fertile Crescent
 - Mesopotamia
 - Asia Minor
 - Egypt
 - Syria-Phoenicia
 - Palestine
- Israel Looks at the Beginnings: the book of Genesis
 - The Beginnings (Gen. 1-11)
 - The Ancestors (Gen. 12-50)
- Israel Becomes a People: Exodus and the Wilderness (the books of Exodus, Leviticus, Numbers, and Deuteronomy)
 - The Book of Israel's Beginnings
 - The Literary Structure of Exodus
 - The Importance of the Exodus Story
 - The Nature of the Exodus and the Exodus Materials
 - Moses: Birth and Wilderness Years
 - Moses: The Struggle with Pharaoh
 - The Exodus
 - Troubles in the Wilderness
 - Sinai and the Giving of the Law
 - The Principles Made Practical: The Law Codes
 - The Ten Commandments and the Codes
 - After the Convention was Over
 - On the March Again

V. COURSE REQUIREMENTS:

- Students should overview the pertinent biblical material and read the assigned pages in the textbook prior to each class session.
- Students will complete one examination.

VI. COURSE ATTENDANCE AND ABSENCES:

- Students are expected to attend all class sessions. Please be in class and be on time. An automatic failing grade will be given if the allowed percentage of absences set by East Texas Baptist University is exceeded. According to school policy, to be eligible to earn credit in a course, the student must attend at least 75% of all class meetings. Students **must attend a minimum of twelve** of the fifteen class sessions in order to be eligible to receive credit.
- Please turn off all electronic equipment that makes a sound during class (e.g., cell phones, PDA alarms, and beepers). **If you are seen using your cell phone for any purpose (calling, text messaging, etc.) and/or if you are seen listing to an ipod or any other electronic devise that does not pertain to the day's subject matter, you will be asked to leave the class, and you will be counted as absent for the day.**
- Students who must leave early are asked to give notification to the professor in advance.
- Constant tardiness as well as constant early departures will incur a semester grade percentage reduction of five (5)%, at the discretion of the professor.
- Although I do understand that a state of sleepiness can attack anyone at anytime, especially in a classroom, please do not make it a habit in class, and certainly, please do not lay your head on the desk and sleep, because you will be asked to leave the class and encouraged to go home to rest; **you will also be counted as absent for the day.**
- Please do not spend class time working on assignments for another class. If it becomes known that you have done so, **you will be counted as absent for the day.**

VII. COURSE GRADING:

Students who earn

- 90 points or more earn an A
- 80-89 points earn a B
- 70-79 points earn a C
- 60-69 points earn a D
- 59 points or less earn a F

TENTATIVE COURSE SCHEDULE

Week 1:

- Hour One: Registration
- Hour Two: Teacher/Student Introductions, the Review of Certificate in Ministry Program, and the Overview of the Syllabus
- Hour Three: Tullock Chapter 1, pages 1-22

Week 2:

- Hour One: Tullock Chapter 2, pages 23-37
- Hour Two: Tullock Chapter 3 (Genesis 1-3), pages 38-43
- Hour Three: Tullock Chapter 3 (Genesis 4-11), pages 43-46

Week 3:

- Hour One: Tullock Chapter 3 (Genesis 11-50), pages 46-61
- Hour Two: Tullock Chapter 4 (Exodus 1-4), pages 62-67
- Hour Three: Tullock Chapter 4 (Exodus 5-18), pages 67-78

Week 4:

- Hour One: Tullock Chapter 4 (Exodus 19-24 and Leviticus), pages 78-88
- Hour Two: Tullock Chapter 4 (Numbers), pages 88-93
- Hour Three: Tullock Chapter 4 (Deuteronomy), pages 93-99

Week 5:

- Hour One: Final Examination

SELECTED BIBLIOGRAPHY

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- Blenkinsopp, Joseph. The Pentateuch: An Introduction to the First Five Books of the Bible. New York: Doubleday, 1992.
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- Noth, Martin. A History of Pentateuchal Tradition. Translated by B. W. Anderson. Englewood Cliffs, New Jersey: Prentice Hall, 1972.
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