

Course ID:	Course Title:	Fall 2019
OT 502	Pentateuch	Prerequisite: none
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Fridays	Instructor:	Beth Stovell, Ph.D.	First day of classes:	Wed, Sept 4
Time:	8:15am-11am	Email:	BStovell@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	L2084	Phone:	403-410-2000 ext. 3995	Last day to request revised exam:	Fri, Nov 1
Lab/Tutorial:	n/a	Office:	L2077	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	By appointment via e-mail	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	No exam, but a final paper due Nov 29			Last day of classes:	Wed, Dec 11

Course Description

An introduction to Old Testament studies and exegetical skills through the study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

Expected Learning Outcomes

Upon successful completion of this course, students will have:

1. Nurtured theological depth and breadth by exploring the content, message, and theology of the books of the Pentateuch in their historical, sociopolitical, cultural, and literary contexts, as well as their hermeneutical approaches and issues, being able to assess critically secondary sources
2. Cultivated a heart after God by wrestling with the major themes of the Pentateuch.
3. Fostered vocational effectiveness by developing exegetical skills and the use of exegetical resources in their study of the Pentateuch, and developed the ability to apply the implications of the content, message, and theology of the Pentateuch in the student's context.
4. Been inspired towards redemptive action exploring the practical implications of the Pentateuch for their own lives, their specific ministry context, and for the modern world.

This course is part of the Science for Seminaries grant funded by American Association for the Advancement of Science/Templeton Foundation in consultation with the Association of Theological Schools. The project helps a diverse group of seminaries integrate science into their core curricula. Two sessions of this course will include discussions with a science advisor about explorations of science and faith in relation to the Pentateuch. The goals of these sessions are to

help students faithfully engage with science in their faith communities, whatever their perspectives are on ideas about Creation and on science and faith more broadly.

Textbooks

Required:

1. Alexander. T. Desmond and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press, 2003. 978-0-8308-1781-8. **Students will read articles from this book as noted in the syllabus. (These required articles and additional articles from this book may be used for assignments and for the final research paper and count towards your 10 academic sources.)**
2. Victor P. Hamilton. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy*. Revised edition. Grand Rapids: Baker Academic, 2005. 978-0-8010-9773-7. **Students will read this book in its entirety.**
3. Christopher Wright, *How to Preach and Teach the Old Testament for All its Worth* (Zondervan, 2016) (ISBN: 978-0310524649). **Students will read this book as listed in the syllabus.**
4. A modern English translation of the Bible is required reading (e.g., the NRSV, NIV, NASB, etc.). Please do not use the KJV for citation in your papers. Students will be reading all of the Pentateuch for this course. It is important to start this reading as soon as possible and be timely in meeting deadlines.

Some students have found it helpful to read Scriptures aloud with others, creating a more enjoyable learning experience that mimics the experience of the earliest hearers of the Hebrew Bible. This is encouraged, but not required.

Course Schedule

The readings for the “Reading for Session” should be read prior to class for the designated day. References to parts of Scripture indicate sections from the Old Testament to be read (e.g., Genesis, Exodus, etc.). “Hamilton” refers to Victor P. Hamilton. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy*. “Dictionary of the OT” refers to Alexander. T. Desmond and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. “Wright” refers to Christopher Wright, *How to Preach and Teach the Old Testament for All its Worth*. Required readings are required for everyone to read prior to the class session where they are listed. **Recommended readings are optional and may be done as students find time, have desire, or seek to research for their final papers.**

Section	Date	Topic	Reading for Session	Assignments Due
Part I: Introduction, Pentateuch, and Genesis	Sept 6	Introduction to the Syllabus Introduction to the course Introduction to the Pentateuch: Story	No reading in advance for this course, but getting ahead in readings is helpful.	Discussion question: What program are you in? Why are you in the program? What interests you about the Pentateuch?

Sept 13	<p>A: Introduction to the Pentateuch: Issues</p> <p>B: Genesis: Creation and the Questions of Faith and Science</p> <p>Guest Scholar: Dr. Matthew Morris, Biologist</p> <p>Exegetical Skills: Comparative Literature: Etiological Stories, and Documentary Hypothesis</p>	<p>Required:</p> <p>Read Genesis 1-3</p> <p>Hamilton, Ch 1 (pgs. 19-56)</p> <p>Wright, Ch 1-2 (pgs. 17-38)</p> <p>Lamoreaux “Evolutionary Creation” pdf on Moodle</p> <p>Lamoreaux PowerPoint slide</p> <p>Videos to watch (around 20 min in all):</p> <p>“How evolution works”(11:47)</p> <p>https://www.youtube.com/watch?v=hORN0KihOU</p> <p>“The Evolution of Bacteria on a “Mega-Plate” Petri Dish (Kishony Lab)” (1:54)</p> <p>https://www.youtube.com/watch?v=plVk4NVIUh8</p> <p>“Finding Tiktaalik: Neil Shubin on the Evolutionary Step from Sea to Land” (5:49)</p> <p>https://www.youtube.com/watch?v=yvDQCa7rleI</p> <p>Recommended:</p> <p>Dictionary of OT:</p> <p>“Authorship of the Pentateuch” pgs. 61-72.</p> <p>“Genesis, Book of” pgs. 350-359.</p> <p>“Pentateuchal Criticism, History of” pgs. 622-631</p>	Worksheet #1
Sept 20	<p>Genesis: Flood and Abraham</p> <p>Exegetical Skills: Genre and Narrative Criticism</p>	<p>Required:</p> <p>Read Genesis 11:26-25:11</p> <p>Hamilton, Ch 2-3, (pgs. 57-107)</p> <p>Wright, Ch 6-7 (pgs. 88-118)</p> <p>Recommended:</p> <p>Dictionary of OT, “Covenant,” pg. 139-155.</p> <p>“Abraham,” pgs. 8-17</p> <p>“Flood” pgs. 315-326</p>	Worksheet #2

		<p>“Theology of the Pentateuch” pgs. 845-859.</p> <p>“Literary Structure of the Pentateuch,” 544-556.</p>		
	Sept 27	<p>Genesis: Jacob-Joseph</p> <p>Exegetical Skills: Structural Patterns</p>	<p>Read Genesis 25-50</p> <p>Hamilton, Chs 4-5 (pgs. 108-132)</p> <p>Wright, Ch 8 (pgs. 119-136)</p> <p>Recommended:</p> <p>Dictionary of OT, “Preaching from the Pentateuch” pg. 637-643.</p> <p>Dictionary of OT: “Joseph” pgs. 469-477</p>	Worksheet #3
Part 2: Exodus	Oct 4	<p>Exodus: Moses to Wilderness</p> <p>Exegetical Skills: Theological Themes and Poetic Forms</p>	<p>Read Exodus 1-18</p> <p>Hamilton, Chs 6-7 (pgs. 135-176)</p> <p>Wright, Ch 4-5 (pgs. 52-84)</p> <p>Dictionary of OT, “Exodus, Book of,” pgs. 249-258</p> <p>Recommended:</p> <p>Dictionary of OT, “Exodus, Date of,” pg. 258-272.</p> <p>“Moses” pgs. 570-579.</p> <p>“Wilderness, Desert” pgs. 893-897.</p> <p>“Exodus Route and Wilderness Journey,” 272-280.</p>	Worksheet #4
	Oct 11	<p>Exodus: Law to Tabernacle</p> <p>Exegetical Skills: Coherence within Pentateuch (Covenant)</p>	<p>Read Exodus 19-40;</p> <p>Hamilton, Chs 8-10 (pgs. 177-228)</p> <p>Wright, 9-10 (pg, 137-184)</p> <p>Recommended:</p> <p>Dictionary of OT, “Decalogue,” pgs. 171-182.</p> <p>“Tabernacle,” pgs. 807-827</p>	<p>Worksheet #5</p> <p>Remember that Downey Lectureship is next week, if you desire to do the alternative assignment.</p>

Part 3: Leviticus	Oct 18	Leviticus: Sacrificial System to Holiness Manifesto Exegetical Skills: Genre and Comparative Literature: Law	Read Leviticus 1-27 Hamilton, Chs 11-15 (pgs. 231-299). Dictionary of OT, "Leviticus, Book of," pgs. 521-532. "Sacrifices and Offerings" pgs. 706- 733. "Holy and Holiness, Clean and Unclean" pgs. 420-431. Recommended: "Priestly Clothing" and "Priests, Priesthood" pgs. 643-655. "Sin, Guilt," pgs. 764-778.	Worksheet #6
Part 4: Numbers	Oct 25	Numbers: Sinai to Kadesh	Numbers 1-20 Hamilton, Chs 16-17, pgs. 303-340 Dictionary of OT, "Numbers, Book of," pgs. 611-618. "Murmuring" pgs. 579-582. Recommended: "Theophany," pgs. 859-864. "Caleb" pgs. 110-111.	Draft of final paper due by midnight via Moodle
	Nov 1	Numbers: Kadesh to Moab Exegetical Skills: Intertextuality and Theological themes	Numbers 21-36 Hamilton, Ch 18, pgs. 341-364. Dictionary of OT, "Serpent" pgs. 736- 739.	Worksheet #7
Part 5: Deuterono my	Nov 8	Deuteronomy: The Law (Again) Exegetical Skills: Themes in the Pentateuch	Read Deuteronomy 1-26 Hamilton Chs 19-21, pgs. 367-443 Dictionary of OT, "Deuteronomy, Book of," pgs. 182-193. "Law" pgs. 497-515.	Worksheet #8
No class on Nov 15 and 22- Fall Break and Instructor at conference				

	Nov 29	<p>A: Deuteronomy: Name Theology and the Importance of Naming in Science and Faith</p> <p>Guest Scholar: Dr. Matthew Morris</p> <p>B: Deuteronomy: Blessings, Curses, and Moses' Farewell</p>	<p>Read Deuteronomy 27-34 Hamilton Chs 22-23, pgs. 444-464.</p> <p>Daniel Block, "A Place For My Name" PDF on Moodle</p> <p>Video on naming species: It's Okay to be Smart "Is this A NEW SPECIES?" https://www.youtube.com/watch?v=asZ8MYdDXNc</p> <p>Recommended readings: Dictionary of OT, "Blessings and Curses," pgs. 83-87.</p>	Final paper due by midnight via Moodle
	Dec 6	Class Presentations	Final presentations in class	Final Presentations in class

Requirements:

1. Course Participation and Weekly Worksheets (8 worksheets X 5%=40%): Length: 2-3 pages (double spaced, 12 point font, Times New Roman), Due date: Weekly, Submission: Moodle

On Moodle, students will find 8 worksheets, which will be uploaded each week on Moodle starting Week 2. Each worksheet will contain a question related to the required course reading. The goal of these worksheets will be to work on training exegetical skills as well as exploring the content of the Pentateuch. Following the directions in the worksheet, the student will answer the question using their weekly course reading materials and submit their answers electronically to the instructor through the course web page. In addition, these worksheets will provide material for course discussions occurring each week in class.

The goal of these worksheets is to practice brevity and quality rather than quantity in your writing. Work towards clarity of expression in answering the question(s) provided.

Your grade for these worksheets will be based on: 1) the quality of your answer to each question and 2) your skill in following the worksheet directions. A rubric is provided with further details for how this assignment will be graded. The purpose of the worksheets is for students to gain understanding of the details and themes of the Pentateuch, to demonstrate their exegetical skills, and to reflect on the significance of this for church and society. These worksheets should also provide initial research and writing for the final paper for the course. **Answers to the worksheets are to be submitted to Moodle weekly under each week's link. These assignments are due by class**

time each week starting Week 2. However, you will be allowed to upload a revised draft by Monday morning based on our discussion in class, but the first draft version must be submitted prior to the class session for credit.

The answers for these worksheets should be brief, yet complete. Worksheet answers should be 2-3 pages in length in total per worksheet and include reference to your course reading materials.

Alternative assignment for two weekly worksheets: Downey Lectures Reflection: All students are encouraged to attend the Downey Lecture on Oct 16 and 17, at 7:00pm. Students may choose to write a reflection on these lectures and their relevance to Old Testament study or specifically the Pentateuch based on the readings and themes of our course in place of two of their weekly worksheet assignments. This paper will be **3-5 page reflection paper (roughly 900-1500 words)** and should follow all of the other guidelines for papers in this course (**Times New Roman 12 pt font, Chicago Manual of Style for formatting, and include footnotes and bibliography**). **Due November 1. Submission via Moodle (link found in “Assignments” in Course Overview).**

A rubric for this assignment is available under “Rubrics and Resources” in the “Course Overview” section of Moodle.

2. Final Paper (25%) + Draft of final paper (15%)=Total (40%):

- Writing your final paper is a two-stage process-**Draft of final paper due Oct 25 by midnight; Final paper due Nov 29 by midnight. Both stages are required for an optimal grade in this course.**
- **Bibliography and Draft of Final Paper (15%): Due Oct 25:** Students will turn in a draft of their final paper on Oct 25 by midnight to gauge their progress. **The minimum requirement for this assignment is a thesis statement, outline, and bibliography of books.** However, this draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper is currently in. More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 15% of their overall grade for the course. However, if the student’s overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade.
 - Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.
- **Final paper (25%): Due Nov 29 by midnight. Submitted via Moodle.**
 - Each credit student will write a final paper. This paper may take one of two forms: either an interpretive essay or a sermon/ministry presentation paper. Both kinds of assignments will still cover the same basic material and involve solid academic research, but are constructed in different formats. **All of these final papers will be between 10-12 pages in length (roughly 3000-3600 words, including footnotes and bibliography), will be in Times New Roman, 12 pt font, will use Chicago Manual of Style for formatting, and will include footnotes and bibliography. All will be submitted via Moodle.**
 - **Option 1: The Exegetical Essay:** The “exegetical essay” will examine either a specific passage in one of the books of the Pentateuch or focus on a particular theme in the Pentateuch. **The text or topic must be approved by the instructor.** A knowledge of Hebrew is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Hebrew language courses, they are encouraged to use these skills on their papers. **This paper will be between 10-12 pages (roughly 3000-3600 words, including footnotes and bibliography), will**

be in Times New Roman, 12 pt font, will use Chicago Manual of Style for formatting, and will include footnotes and bibliography. All will be submitted via Moodle.

- Whether focusing on a specific text or theme, these papers should set their discussion of the biblical passage or theme in terms of its original historical and cultural background.
- Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure this engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total). See explanations of what a “solid academic source” is under “Rubrics and Resources” in the “Writing and Research” folder under “Course Overview” in Moodle.
- Each paper must include an “application” or “significance for the church and society today” section. This section should total no more than 1/3 of the overall paper. This section needs to explore the significance of their biblical passage or biblical theme for the same three areas as their reflection papers: 1. the student’s own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application section should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).

OR

- **Option 2: Sermon or Ministry Presentation Paper:** The sermon or ministry presentation paper is **10-12 pages in length (roughly 3000-3600 words, including footnotes and bibliography), will be in Times New Roman, 12 pt font, will use Chicago Manual of Style for formatting, and will include footnotes and bibliography. All will be submitted via Moodle.**
- This paper will examine either a specific passage in one of the books of the Pentateuch or focus on a particular theme in the Pentateuch in the style of a sermon or a presentation in a ministry context (see examples below). A knowledge of Hebrew is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Hebrew language courses, they are encouraged to use these skills on their papers. **The text or topic must be approved by the instructor.**
 - The analysis of the passage or theme should explore the historical, social, and cultural background of the passage/theme to set the stage for its connection to the modern world.
 - **Examples of types of ministry presentations/sermons:** The paper may be a sermon or a ministry presentation which may include a teaching session for a Bible study, a small group study, a Sunday School course, or a ministry conference/gathering/retreat, etc.. **When student discusses the topic/theme with instructor, the format for this delivery should be discussed as well.**
 - **Short Context Abstract:** Students must specify in a short abstract at the top of the document who the real or imagined target audience is for this project (e. g., urban church, multi-cultural, low-income, para-church organization such as InterVarsity, a service organization, etc.) as well as any other pertinent information (e. g., a sermon for a special occasion such as a communion

service, or a Bible study for a three day women's retreat, etc.) This counts towards the total word count/page count for the paper.

- This course is not a homiletics course, but rather a Scripture course. The purpose of this assignment is to assess each student's ability to move from “doing theology” in an academic setting to “applying theology” in a pastoral setting. While I will *not* be assessing this assignment for homiletic prowess, I still expect each student to practice sound homiletic and teaching principles.
 - All papers include application and this is particularly true in the sermon/ministry presentation paper: Application should include these three areas: 1. the student's own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).
 - Discussion should include a variety of different positions on the specific passage or topic from academic articles and books.
 - To ensure engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total). While sermons and ministry presentations normally do not include footnotes, for the sake of this assignment, please include them. See explanations of what a “solid academic source” is under “Rubrics and Resources” in the “Writing and Research” folder under “Course Overview” in Moodle.
 - **These papers will follow the guidelines listed above and below for all final papers.** Students may use a more colloquial style of discourse in their writing for this paper, but rules of grammar, syntax, and other general writing principles will still be required. If there are any questions, please contact your instructor.
 - **For all final papers:** Students will be provided with a rubric identifying the major components of these two paper types and how they will be graded. Students will also be provided with a checklist that gives them further detail on the assignment expectations and checklist of steps for the assignment. The rubric and checklist for this assignment will be included in the folder “Rubrics and Resources” in the “Course Overview” section of Moodle.
- **3. Final Presentation (20%):** Due Dec 6. **Presentations must be submitted by via Moodle in the “General” section under “Final Presentation” before the start of class on Dec 6. Points will be deducted if nothing is turned in. (If the presentation is in a form that cannot be submitted via Moodle (e.g., an art piece, a dance, etc., please discuss with professor ahead of time).**
 - Students will present a summary of the main points of their final paper in a creative way. Depending on the size of the class, these may be presented in groups or individually. If group presentations occur, the professor will create these groups based on final paper topics and will provide additional information about shaping a group presentation.
 - This presentation may be in the form of a homily (“sermonette”), a teaching session, or simply an explanation of the main parts of the paper. Other creative presentations are also encouraged such as poetry, art, Ted Talk, imagined bible study, etc. When appropriate, this presentation should **include a PowerPoint/Keynote/Prezi presentation and all presentations must last no longer than**

10 minutes. Other forms of presentation may be permitted, but must be approved with the instructor in advance. Creativity is encouraged!

- The goal of this presentation is for students to clearly share the major points of their papers with their classmates in a memorable way. A rubric for this assignment is included in the folder “Rubrics and Resources” in the “Course Overview” section of Moodle.
- Presentations will be given during class on Dec 6 as there will be no final for the course. **All presentations must be submitted via Moodle in advance of Dec 6 (See note above for exceptions and procedure).**

Submission of Assignments: All assignments will be turned in via Moodle. See discussion of individual assignments above for more details.

Attendance:

1. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends. If for some valid reason you will be unable to attend class or will be late, please notify me by phone or email in advance of the class session.
2. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required.
3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please come see me early. There are things that can be done early on to get things back on track before it is too late.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	

C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Evaluation:

Assignment	Percentage	Due Date
Weekly Assignments (8 X5%)	40%	Weekly
Draft of Final Paper	15%	Oct 25
Final Paper	25%	Nov 29
Final Presentation	20%	Dec 6
TOTAL:	100%	

Bibliography:

This bibliography is not a list of required or even recommended reading for the course. Instead it functions as a starting place to go deeper with your understanding of our topics in class and a starting place for research on your final papers.

Aharoni, Yohanan. The Land of the Bible. Philadelphia: Westminster, 1979.

Albright, William Foxwell. From the Stone Age to Christianity. Baltimore: Johns Hopkins, 1957

Alexander, T. Desmond and David W. Baker, eds., Dictionary of the Old Testament: Pentateuch. Downers Grove, Illinois: InterVarsity, 2003.

Alexander, T. Desmond. From Paradise to the Promised Land: An Introduction to the Main Themes of the Pentateuch. Grand Rapids: Baker, 1995.

Anderson, Bernard W. Understanding the Old Testament. Upper Saddle River, New Jersey: Prentice Hall, 1998.

Archer, Gleason L. Jr. A Survey of Old Testament Introduction. Revised Edition. Chicago: Moody Press, 1964, 1974, 1994.

Bainton, Roland H. Christian Attitudes Toward War and Peace: A Historical Survey and Critical Re-evaluation. Nashville / New York: Abingdon, 1960.

Beckwith, Roger T. and Martin J. Selman. Eds. Sacrifice in the Bible. Grand Rapids: Baker, 1995.

Beitzel, Barry J. The Moody Atlas of Bible Lands. Chicago: Moody, 1985.

Blenkinsopp, Joseph. Treasures Old and New: Essays in the Theology of the Pentateuch. Grand Rapids: Eerdmans, 2004.

Barclay, Oliver R., ed. Pacifism and War. Leicester, England: Inter-Varsity, 1984.

Bright, John and William P. Brown. A History Of Israel. 4th ed. Louisville, Kentucky: Westminster John Knox, 2000.

Carlson, Richard F., and Tremper Longman. Science, Creation and the Bible: Reconciling Rival Theories of Origins. Downers Grove, Ill: IVP Academic, 2010.

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Clines, David J. A. The Theme of the Pentateuch. JSOT Supplement Series, 10. Sheffield: JSOT, 1978.

Copan, Paul. Is God a Moral Monster? Making Sense of the Old Testament God. Grand Rapids: Baker, 2011.

Cowles, C. S., E. H. Merrill, D. L. Gard, and T. Longman III. Show Them No Mercy: Four Views on God and Canaanite Genocide. Grand Rapids: Zondervan, 2003.

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Fishbane, Michael. Biblical Interpretation in Ancient Israel. Oxford: Clarendon, 1985.

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Hauer, Christian E. and William A. Young. An Introduction to the Bible: A Journey into Three Worlds. Upper Saddle River, New Jersey: Prentice Hall, 2005.

Hayes, John H. and J. Maxwell Miller. Israelite and Judaeon History. Philadelphia: Westminster, 1977.

Hendel, Ronald. Reading Genesis: Ten Methods. Cambridge: Cambridge University Press, 2010.

Holmes, Arthur F., ed. War and Christian Ethics. Grand Rapids: Baker, 1975, 2005.

La Sor, William, David Allan Hubbard, and Frederic William Bush. Old Testament Survey: The Message, Form, and Background of the Old Testament. Grand Rapids, Michigan: Eerdmans, 1982, 1996.

Livingstone, G. Herbert. The Pentateuch in Its Cultural Environment. Grand Rapids: Baker, 1974, 1987.

Longman, Tremper III. and Daniel G. Reid. God is a Warrior. Grand Rapids: Zondervan, 1995.

Moreland, J. P. and John Mark Reynolds., ed. Three Views on Creation and Evolution. Grand Rapids: Zondervan, 1999.

Oehler, Gustav Friedrich. Theology of the Old Testament. Edinburgh: T. & T. Clark, 1873.

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Commentaries

A. GENESIS

- Arnold, Bill T. Encountering the Book of Genesis. Grand Rapids: Baker, 1998.
- Baldwin, Joyce G. The Message of Genesis 12-50. The Bible Speaks Today. Downers Grove, Illinois: InterVarsity, 1986.
- Brueggemann, Walter. Genesis. Interpretation. Atlanta: John Knox, 1982.
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Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and/or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.