

INTRODUCTION TO THE HEBREW BIBLE HB 110

Instructor: Paul Kim
Spring 2009 (Wednesdays 6:30 – 9:20 pm)

COURSE DESCRIPTION

“For learning wisdom and discipline; for understanding words of discernment; for acquiring the discipline for success” (Prov 1:2)

1. This is an introduction to the study of the Hebrew Bible (Old Testament, Hebrew Scriptures, or Tanak). We will attempt to acquire both broad and in-depth knowledge of the HB for a diverse, enriching, and thereby better understanding, appreciation, and application of it toward our life, ministry, and world.
2. In order to attain broad and in-depth understanding, this course aims at (a) acquainting the students with the *basic data* of biblical history and literature and (b) having them be exposed to and digest *diverse critical and theological* readings of the Bible, such as literary, historical, reader-response, feminist, and liberationist approaches in order that what is learned can become the ground for the students’ own interpretive appropriation (such as preaching and teaching the Bible) in the contexts of multiple issues, concerns, and tasks of the church.
3. For these goals, I would like us to pursue mutually open respect, disagreement, and dialogue among ourselves during lectures and discussions. I would like to encourage you not to be confined to one orientation or method but be willing to explore various angles, theories, and perspectives, even if your view may differ significantly.

TEXTBOOKS

“Of making many books, there is no end” (Eccl 12:12)

Required:

Corrine L. Carvalho, *Encountering Ancient Voices: A Guide to Reading the Old Testament* (St. Mary’s Press, 2006) [= **CLC**]

Tikva Frymer-Kensky, *Reading the Women in the Bible: A New Interpretation of Their Stories* (New York: Schocken Books, 2002) [= **TFK**]

Suggested as Supplementary:

Sandra L. Gravett et al., *An Introduction to the Hebrew Bible: A Thematic Approach* (Louisville: Westminster John Knox, 2008) [= **THM**]

Ethan Allen, *An Introduction to Hebrew Customs of the Bible* (lulu.com, 2008)

Curtiss Paul Deyoung et al., *The Peoples’ Bible* (Minneapolis: Fortress, 2009)

In addition, you should have a good English translation of the HB. I recommend:

(1) *The Jewish Study Bible: Tanakh Translation* (Oxford University Press, 2004)

OR (2) *The HarperCollins Study Bible: New Revised Standard Version* (2006)

OR (3) *The Catholic Study Bible* (Second Edition, 2006)

OR (4) *The New Interpreter's Study Bible* (Abingdon, 2003)

OR (5) *The New Oxford Annotated Bible with the Apocrypha* (Third Edition, 2001)

Bring Your Own Bible to the class!

EXPECTATIONS

“Do two walk together unless they have an agreement?” (Amos 3:3)

Article Reviews:

As you would expect, this course is intended to balance between (a) providing basic amount of information on the Old Testament and (b) motivating your own fresh reading of the biblical texts. For the former category of the balancing matter, each student is required to diligently read the assigned textbooks, articles, and biblical texts. Thus, each member is required to submit **two** reviews—one before the midterm and another after the midterm recess—on the articles you choose. It is hoped that this review task be evenly distributed and assigned. Each review is due *on* or *before* the day we will discuss on the article.

Read-a-thon (“Iron-Readers”):

Read the assigned portions of the Hebrew Bible. Read carefully, critically, and creatively. Read as if you have never read those chapters/books before, i.e., do not take anything for granted, rather be a detective and a treasure-hunter from both inside and outside. You are expected to turn in the **notebook** of your *observations* and *questions* (to be typed please). For the amount, an average of 2 observations/questions should be included per chapter.

First reading	Exodus 1-22 OR 1 Kings 1-22	Due March 18
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Interpretation Papers:


For this final paper, select one of the following three options: (a) Exegesis Paper, (b) Exegesis plus Application Paper, OR (c) Psychological Analysis Paper. The paper of any choice should be 7 pages, double-spaced. The *Exegesis Paper* should be an interpretation of a selected text, expounding key issues and concepts of the text—recommended for M.Div. students. The *Exegesis plus Application Paper* should address a selected text with the exegetical interpretation (5 pages) followed by an illustration of applicative plan or method for Bible study or retreat toward Youth Group or Children’s ministry students (2 pages)—recommended for MACE students. The *Psychological Analysis Paper* should analyze a selected biblical character, episode, or aspect in light of psychological and pastoral care and counseling perspectives—recommended for MACM students.


Group Presentation: Toward the end of this class (on May 13), there will be a group presentation. Each group of 4-5 members is expected to do a 7 minute presentation on a selected biblical figure. A good presentation should encompass (a) a critical study (i.e., not an uncritical, one-sided view), (b) a careful preparation, and (c) a creative interpretation (e.g., biography, dramatization, a video clip, panel discussion/debate, powerpoint presentation, art, music, and so on). The presentation shall be in the form of a biography and/or an autobiography, retelling the key aspects of this person, analyzing her/his significance in the Hebrew Bible, and reflecting on her/his relevance for today's church and society in dialogue with *one secondary reading* (e.g., Alice O. Bellis). Some guidelines: Do not select major figures, but rather unknown, less-known, supporting figures (e.g., Bezalel, Joab, Job's wife, Jochebed, Micaiah ben Imlah, Tamar, the Levite's wife/concubine, Judith, Naboth, Orpah, etc.); Do not just retell the story, but refocus, zoom afresh from various angles; Has to be informative, in-depth, and insightful.


GRADING

"I will accept no bull from your house" (Psalm 50:9)

Read-a-thon	30%
Interpretation Paper	30%
Article Reviews (2)	30%
Group Presentation	10%

 Borderline grades will be determined by the quality of the student's class attendance and participation. Active participation will result in the higher grade; late submission of required assignments may result in grade reduction.

 Inclusive Language: For the sake of mutual respect toward the whole of the community and terminological clarity, you are expected to participate in this communal practice of inclusive language in the classroom conversations and assignments. Please read relevant sections in pp. 1-3 of the *Student Handbook* (See also for rules on plagiarism in pp. 24-26).

 Extra Credit: Those who visit a Synagogue (a Messianic Jewish congregation would be o.k. as well) for any regular Sabbath service and bring a brief report/feedback (no more than one page) may obtain an extra credit.

OFFICE HOURS

"A season is set for everything, a time for every experience under heaven" (Eccl 3:1)

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SCHEDULE

“Listen and learn discernment, for I give you good instruction” (Prov 4:1-2)

Date	Subjects	Readings	Projects
Feb 4	<ul style="list-style-type: none"> ■ An Overture to Biblical Studies: Past, Present, and Future ■ The Bible and the Ancient Near East: History, Literature, Archaeology ■ In the Beginning—Nature and Humanity <p>Genesis 1-11</p>	<ul style="list-style-type: none"> ▶ CLC, 5-24 ▶ TFK, xiii-xxvii ▶ Focus texts: Genesis 1-2 ▶ CLC, 388-400 ▶ Bible: Gen 1-11 ▶ “Stories of Gilgamesh” <i>Old Testament Parallels</i> (1997) 19-30 ▶ IN-CLASS: Genesis 3; Wisdom of Solomon 2; Ecclesiasticus 25 	
Feb 11	<ul style="list-style-type: none"> ■ The Mothers and Fathers of Israel <p>Genesis 12-50</p> <ul style="list-style-type: none"> ■ Moses and the Exodus from Egypt <p>Exodus</p>	<ul style="list-style-type: none"> ▶ CLC, 28-65 ▶ TFK, (5-23), 74-77, 93-98, (179-198), 225-237, and (264-277) ▶ <u>Bill Moyers</u>, <i>Genesis: A Living Conversation</i> (1996), 185-217, “A Family Affair” (you may watch the videotape available at our library) ▶ Bible: Gen 12-35 ▶ Focus texts: Genesis 16, 18, 21 ▶ CLC, 68-87 ▶ TFK, 24-33 ▶ Focus texts: Exodus 1-4 and 13-15 	
Feb 18	<ul style="list-style-type: none"> ■ Sinai and Wilderness Wanderings ■ Law and Order: Biblical Legal Traditions and the ANE ■ The Priestly Theology <p>Leviticus Numbers</p>	<ul style="list-style-type: none"> ▶ CLC, 89-119 ▶ IN-CLASS: Laws of Eshnunna; Codex Hammurabi; Book of Covenant ▶ Focus texts: Exodus 25; 32-34 ▶ <u>Mary Douglas</u>, “Justice as the Cornerstone: An Interpretation of Leviticus 18-20,” <i>Interpretation</i> 53 (1999): 341-50 ▶ Focus texts: Leviticus 18-20; 25; Numbers 22-24 	 Art Projects (in-class)

<p>Feb 25</p>	<ul style="list-style-type: none"> ■ Deuteronomy and the Deuteronomistic History Deuteronomy ■ Joshua & Judges: the Conquest of Canaan Joshua Judges 	<ul style="list-style-type: none"> ▶ CLC, 121-125 ▶ TFK, 199-208 and 215-224 ▶ Bible: Lev 1; Num 1-9 ▶ Focus texts: Exodus 20-22, Leviticus 17, Deuteronomy 12, 15 ▶ CLC, 128-149 ▶ TFK, 34-44, (45-57), 77-84, 118-138, and 297-300 ▶ <u>Robert Allen Warrior</u>, "A Native American Perspective: Canaanites, Cowboys, and Indians," AND <u>Naim Stifan Ateek</u>, "A Palestinian Perspective: The Bible and Liberation," <i>Voices from the Margin</i> (1995), 277-285 & 267-276, respectively ▶ Focus texts: Deut 7; Joshua 1-3; Judges 19-21 	<p></p>
<p>Mar 4</p>	<ul style="list-style-type: none"> ■ Samuel and the Formation of the Monarchy 1 & 2 Samuel ■ The Rise of King David ■ The Two Kingdoms 1 & 2 Kings 	<ul style="list-style-type: none"> ▶ CLC, 153-189 and 192-216 ▶ TFK, (58-63), 143-156, 157-169, 301-309, (310-314), and 315-323 ▶ <u>Marc Zvi Brettler</u>, <i>How to Read the Jewish Bible</i> (Oxford University Press, 2007), 107-127 ▶ Bible: 1 Sam 1-17; 28-31; 2 Sam 1-8 ▶ Focus texts: 1 Samuel 1-2 and 1 Samuel 25; 2 Samuel 11-13 ▶ TFK, (64-73), (85-88), (209-214), and 324-326 ▶ Bible: 1 Kings 1-2; 8-22; 2 Kgs 1-2 ▶ Focus texts: 1 Kings 17-19 and 2 Kings 22-23 	
<p>Mar 11</p>	<p><i>MIDTERM RECESS</i></p>		
<p>Mar 18</p>	<ul style="list-style-type: none"> ■ Introduction to the Prophetic Literature ■ Eighth-Century Prophets Amos Hosea 	<ul style="list-style-type: none"> ▶ CLC, 243-248 and 255-266 ▶ <u>Katharine Doob Sakenfeld</u>, <i>Just Wives?</i> (WJK, 2003), 91-115 ▶ Bible: Amos 1-5; 7-9; Hos 1-3; 11 ▶ Focus texts: Amos 1-2; Hos 1-3 	<p></p>

<p>Mar 25</p>	<p>■ Isaiah and Jeremiah Isaiah 1-39 Jeremiah</p>	<p>▶ CLC, 269-285 and 300-317 ▶ <u>Marvin A. Sweeney</u>, <i>Reading the Hebrew Bible After the Shoah</i> (Fortress, 2008), 84-103 ▶ Bible: Isa 1-12; 17; 36-39; Jer 1-4; 7; 18-20; 27-31; 36-38 ▶ Focus texts: Isa 1; 3 & Jer 7</p>	<p>Video Lecture on Isaiah 1-39</p>
<p>Apr 1</p>	<p>■ Ezekiel and Another Isaiah: Prophets of the Exile Ezekiel Isaiah 40-66</p>	<p>▶ CLC, 319-336 and 338-359 ▶ <u>Julia M. O'Brien</u>, <i>Challenging Prophetic Metaphor</i> (WJK, 2008), 125-151 ▶ Bible: Ezek 1-11; 33-37; 40; Isa 40-45; 52-56; 61; 65-66 ▶ Focus texts: Ezekiel 1-3, 37 & Isaiah 40; 60-62</p>	
<p>Apr 8</p>	<p><i>HOLY WEEK RECESS</i></p>		
<p>Apr 15</p>	<p>■ Twelve Minor Prophets Joel (Hosea) Obadiah (Amos) Jonah (Micah) Nahum (Haggai) Habakkuk (Zechariah) Zephaniah Malachi</p>	<p>▶ CLC, 286-297 and 411-414 ▶ <u>Abraham J. Heschel</u>, <i>The Prophets</i>, "The Meaning and Mystery of Wrath; Ira Dei" (Harper & Row, 1962) [MTSO library copy: pp. 279-298] ▶ Bible: Joel; Jonah; Nahum; Habakkuk; Zephaniah; Malachi ▶ Focus texts: Nahum 1; 3 and Jonah 3-4</p>	
<p>Apr 22</p>	<p>■ The Post-exilic Restoration Chronicles Nehemiah Ezra</p>	<p>▶ CLC, 359-369 ▶ TFK, (283-291) ▶ <u>Tamara C. Eskenazi and Eleanore P. Judd</u>, "Marriage to a Stranger in Ezra 9-10," <i>Second Temple Studies: vol. 2</i>, 266-285 ▶ Bible: Ezra 1; 7-10; Nehemiah 1-2; 8-10; 13; Haggai 1-2 ▶ Focus texts: Ezra 9-10; Neh 13</p>	

Apr 29	<ul style="list-style-type: none"> ■ The Five Scrolls Ruth Esther Song of Songs Lamentations (Qoheleth) 	<ul style="list-style-type: none"> ▶ CLC, 235-240, 317-319, and 403-418 ▶ TFK, 238-263 ▶ <u>Renita J. Weems</u>, <i>Just A Sister Away</i> (Warner, 2005), 25-40 and 109-124 ▶ Bible: Ruth; Esther; Song of Songs 7-8 ▶ Focus texts: Song of Songs & Lamentations 	<ul style="list-style-type: none"> ■ Art Projects (in-class)
May 6	<ul style="list-style-type: none"> ■ The Hymnic Tradition Psalms ■ The Wisdom Tradition Proverbs Job Qoheleth 	<ul style="list-style-type: none"> ▶ CLC, 219-234 ▶ Bible: Psalms 1-5; 19; 20; 22; 46; 48; 68; 116-117; 137; 148 ▶ Focus text: Psalm 137 ▶ CLC, 373-388 and 421-435 ▶ <u>Leo G. Perdue</u>, <i>Wisdom Literature</i> (2007), 97-135 ▶ Bible: Proverbs 1-9; Job 1-14; 32-33; 38-42; Eccl 1-3; 12 ▶ Focus texts: Job 38-42 	
May 13	<ul style="list-style-type: none"> ■ Apocalyptic and Apocrypha Daniel ■ The Dead Sea Scrolls ■ Intertestamental Era: Emerging Judaism & Christianity 	<ul style="list-style-type: none"> ▶ CLC, 435-449 ▶ TFK, 339-354 ▶ Bible: Daniel 7; 10-12; Tobit; 1 Maccabees ▶ Focus texts: The Prayer of Azariah; Daniel and Susanna; Daniel, Bel, and the Snake 	<ul style="list-style-type: none"> ■ AUTOBIOGRAPHY GROUP PRESENTATION
May 20	<i>FINALS WEEK</i>		<ul style="list-style-type: none"> ■ INTERPRETATION PAPER DUE