

INTRODUCTION TO THE HEBREW BIBLE HB 510

Instructor: Paul Kim
Spring 2016 (Wednesdays 8:30 – 11:20 am)

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, gender-oriented, ethnicity-oriented and Third World approaches in order that what is learned can become the ground for the students’ own interpretive appropriation (in reading and interpreting the Bible) in the contexts of multiple issues, concerns, and tasks of the church, as well as in incorporating into pastoral care and counseling.
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)

Joel S. Kaminsky and Joel N. Lohr, *The Hebrew Bible for Beginners: A Jewish & Christian Introduction* (Nashville: Abingdon, 2015) [= **HBB**]

Gale A. Yee, Hugh R. Page, and Matthew J. M. Coomber (eds.), *Fortress Commentary on the Bible: Old Testament and Apocrypha* (Minneapolis: Fortress, 2014) [= **FOR**]

Bill T. Arnold, *Introduction to the Old Testament* (Cambridge: Cambridge University Press, 2014) [= **IOT**]

Hugh R. Page et al. (eds.), *The Africana Bible: Reading Israel’s Scriptures from Africa and the African Diaspora* (Minneapolis: Fortress, 2010)

Louis Stulman and Paul Kim, *You Are My People: An Introduction to Prophetic Literature* (Nashville: Abingdon, 2010)

EXPECTATIONS

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

Article Reviews (two): As you would expect, this course is intended to balance between (a) providing basic amount of information on the Hebrew Bible 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** and another **after** the Midterm Recess—on the articles you choose. Each review is due *on* or *before* the day we will discuss on the article. (to be typed → **single-spaced**, no more than 2 pages, please)

Read-a-thon (“Iron-Readers”): Consult the available “handout” for further guidelines. Read the assigned texts carefully, critically, and creatively. Read as if you have never read those chapters/books before. You are expected to turn in the **notebook** of your *observations* and *questions*. For the amount, an average of 1 observation/question per chapter (→ **single-spaced**, Times New Roman, 12 points, **no more than a total of 4 pages**).

Biblical Texts	Judges 1-21	(OR)	1 Kings 1-22	Due March 23
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Interpretation Paper: For this final paper, select one of the following two options: (a) Exegesis Paper OR (b) Psychological Analysis Paper. The paper of any choice should be 7 pages. The *Exegesis Paper* should be an interpretation of a selected text (**to be assigned**), expounding key issues and concepts of the text—recommended for M.Div. and MAPT 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. (→ **double-spaced, 7 pages**)

Group Presentation: Toward the end of this class (on May 18), there will be a group presentation. Each group of 3-4 members should 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*. Do not select major figures, but rather 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.

Map & Chronology Chart (due March 2): *Individually*, this is a do-it-yourself project. Make your own map (of the ancient Near East, and of Israel) and chronology chart of the HB period. More instructions will be provided during class sessions.

ACADEMIC POLICY

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices. [**HB510 Policy**—In our interactive learning environment, mutual respect toward the instructor and everyone else is essential. Surfing the internet, facebooking, etc. during class can be as rude as (if not more than) snoring or reading a novel. Because it is disrespectful and distracting, these are not permitted. Repeated use of these devices will result in your grade reduction. If you must reply to an email or text message due to an urgent situation, please inform me and you will be permitted to use it.]

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.


Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.


Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

GRADING

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

Attendance/Participation	10%
Read-a-thon	20%
Interpretation Paper	25%
Article Reviews (2)	30%
Group Presentation	15%

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

 Extra Credit: Those who visit a Synagogue for any regular Sabbath service and bring a brief report/feedback (no more than one page) may obtain an extra credit. It would be courteous to contact the rabbi of the Synagogue beforehand and inform her/him of your intention to visit.

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 + Extras
Feb 3	<ul style="list-style-type: none"> ■ The Bible and the Ancient Near East: History, Literature, Archaeology ■ In the Beginning—Nature and Humanity Genesis 1-11 	<ul style="list-style-type: none"> ▶ HBB, 27-47 ▶ FOR, 89-105 ▶ IOT, 31-50 ▶ IN-CLASS: Genesis 3; Wisdom of Solomon 2; Ecclesiasticus 25 ▶ Focus texts: Genesis 1-3 	<ul style="list-style-type: none"> ■ ANE: Enuma Elish; Gilgamesh; Atrahasis
Feb 10	<ul style="list-style-type: none"> ■ The Mothers and Fathers of Israel Genesis 12-50 ■ Moses and the Exodus from Egypt Exodus 	<ul style="list-style-type: none"> ▶ HBB, 51-75 ▶ FOR, 137-160 ▶ IOT, 51-98 ▶ Aaron Rosen, “Changing the Family Portrait: Hagar and Sarah in Art and Interfaith Dialogue,” <i>Religion Compass</i> 7 (2013): 179–189 ▶ Focus texts: Genesis 16-21; Exodus 1-4; 13-15 	<ul style="list-style-type: none"> ■ ANE: The Tale of Two Brothers (= The Story of Anubis and Bata); Birth Legend of Sargon; Merneptah Stela
Feb 17	<ul style="list-style-type: none"> ■ Sinai and Wilderness ■ Law and Order: Biblical Legal Traditions and the ANE Leviticus Numbers Deuteronomy 	<ul style="list-style-type: none"> ▶ HBB, 77-99 ▶ FOR, 233-275 ▶ IOT, 99-115, 131-147 ▶ Ronald A. Simkins, “The Widow and Orphan in the Political Economy of Ancient Israel,” <i>JRS</i> 10 (2014): 1-14 ▶ Focus texts: Exodus 21-23; (25); 32-34; Leviticus 1 + 19; 25; Numbers 11-14; Deuteronomy 14-18 	<ul style="list-style-type: none"> 🚩 Art Projects (in-class) ■ ANE: Code of Hammurapi; Deir Alla Inscription
Feb 24	<ul style="list-style-type: none"> ■ Joshua & Judges: the Conquest of Canaan Joshua Judges 	<ul style="list-style-type: none"> ▶ HBB, 103-121 ▶ FOR, 301-348 ▶ IOT, 167-206 ▶ Stephen M. Wilson, “Samson the Man-Child: Failing to Come of Age in the Deuteronomistic History,” <i>JBL</i> 133 (2014): 43-60 ▶ Focus texts: Joshua 1-3; 6; Judges 13-16; 19-21 	<ul style="list-style-type: none"> ■ ANE: Vassal Treaties of Esarhaddon
Mar 2	<ul style="list-style-type: none"> ■ Samuel and the Formation of the Monarchy 1 & 2 Samuel ■ The Rise of King David 	<ul style="list-style-type: none"> ▶ HBB, 123-143 ▶ FOR, 361-434 ▶ IOT, 207-243 ▶ Matthew Michael, “The Two Prostitutes or the Two Kingdoms?: A Critical Reading of King Solomon’s Wise Ruling (1 Kgs 3:16-28),” <i>Horizons in</i> 	<ul style="list-style-type: none"> 🚩 MAP & CHRONOLOGY CHART DUE

	<ul style="list-style-type: none"> ■ The Two Kingdoms 1 & 2 Kings 	<p><i>Biblical Theology</i> 37 (2015): 69-88</p> <ul style="list-style-type: none"> ▶ Focus texts: 1 Samuel 26; 2 Samuel 11-13 & 1 Kings 17-19; 2 Kings 4-6 	
Mar 9	<ul style="list-style-type: none"> ■ Introduction to the Prophetic Literature ■ Eighth-Century Prophets <p>Amos Hosea Micah</p>	<ul style="list-style-type: none"> ▶ HBB, 160-177 ▶ FOR, 823-834, 845-855, 871-883 ▶ IOT, 307-325 ▶ Marvin L. Chaney, "Political Economy and Micah 6:9-15," in <i>Ancient Israel: The OT in Its Social Context</i> (2006), 145-160 ▶ Focus texts: Amos 3-6; Micah 6; (2 Kings 14-15; 2 Chronicles 26) 	<ul style="list-style-type: none"> ■ ANE: Mesha Stela; Tel Dan; Obelisk of Shalmaneser III; Annals of Tiglath-pileser III; Karatepe; Siloam Tunnel; Kuntillet Ajrud
Mar 16	<ul style="list-style-type: none"> ■ Isaiah and Jeremiah <p>Isaiah 1-39 Jeremiah</p>	<ul style="list-style-type: none"> ▶ HBB, 145-159 ▶ FOR, 673-697 ▶ IOT, 326-341 ▶ Kathleen M. O'Connor, <i>Jeremiah: Pain and Promise</i> (Minneapolis: Fortress, 2011), 81-102 ▶ Focus texts: Isa 6-7; 36-38 & Jer 1; 7; 11-12; 20 	<ul style="list-style-type: none"> ■ READ-A-THON DUE ARCHAEOLOGY SOCIOLOGY ■ ANE: Mari Letters
Mar 23 & 30	<p>Mid-term Recess & Holy Week Break</p>		<ul style="list-style-type: none"> ■ End of the First-Half of the Semester
Apr 6	<ul style="list-style-type: none"> ■ Ezekiel and Another Isaiah: Prophets of the Exile <p>Ezekiel Isaiah 40-66</p>	<ul style="list-style-type: none"> ▶ HBB, 161-168 ▶ FOR, 699-722 ▶ Nancy R. Bowen, <i>Ezekiel</i> (AOTC; 2010), xv-xix and 19-30 ▶ Focus texts: Ezekiel 1-5 & Isaiah 44-45; 53; 56-59 	<p>INTERTEXTUALITY</p> <ul style="list-style-type: none"> ■ ANE: Cyrus Cylinder
Apr 13	<ul style="list-style-type: none"> ■ Twelve Minor Prophets <p>Joel (Hosea) Obadiah (Amos) Jonah (Micah) Nahum (Haggai) (Habakkuk) Zechariah (Zephaniah) Malachi</p>	<ul style="list-style-type: none"> ▶ HBB, 177-184 ▶ FOR, 861-868, 885-891, 909-939 ▶ IOT, 342-353 ▶ Didier Pollefeyt, "The Silence of Jonah and the Boundaries of Forgiveness: Dialoging with Adele Reinhartz," (2011), 29-37 ▶ Focus texts: Jonah 3-4; Nahum; Haggai; Zechariah; Malachi 	<p>STRUCTURAL ANALYSIS</p> <ul style="list-style-type: none"> ■ ANE: Behistun Inscription
Apr 20	<ul style="list-style-type: none"> ■ The Post-exilic Restoration 	<ul style="list-style-type: none"> ▶ HBB, 229-233, 259-270 ▶ FOR, 351-359, 467-484 ▶ IOT, 244-260 ▶ Danna Nolan Fewell, "Space for 	<p>SCENE/GENRE CHART</p> <ul style="list-style-type: none"> ■ ANE:

	Ezra/Nehemiah Chronicles + Ruth	Moral Agency in the Book of Ruth," <i>JSOT</i> 40 (2015): 79-96 ▶ Focus texts: Ruth 1-4; Ezra 9-10; Nehemiah 10; 13	Elephantine Papyri
Apr 27	■ The Five Scrolls Esther (Ruth) Song of Songs Lamentations (Qoheleth)	▶ HBB, 225-228, 235-240, 247-251 ▶ FOR, 487-493, 643-648 ▶ IOT, 370-382 ▶ Madipoane J. Masenya , "Their Hermeneutics was Strange! Ours is a Necessity! Rereading Vashti as African-South African Women," (2005), 179-194 ▶ Focus texts: Song 4-7; Esther 1-7; Lamentations 1-3	✚ Art Projects (in-class)
May 4	■ The Hymnic Tradition Psalms	▶ HBB, 189-201 ▶ FOR, 547-597 ▶ IOT, 291-306 ▶ Gordon J. Wenham , <i>The Psalter Reclaimed</i> (Wheaton, Ill.: Crossway, 2013), 129-146 ▶ Focus texts: Psalms 1; 137	
May 11	■ The Wisdom Tradition Proverbs Job Qoheleth	▶ HBB, 203-221, 241-246 ▶ FOR, 519-543, 627-640 ▶ IOT, 275-290 ▶ C. L. Seow, "Job's Wife," (2006), 141-150 ▶ Focus texts: Proverbs 22-24; Job 1-2; 38-42; Ecclesiastes 1-3	■ ANE: Hymn to the Aten ■ ANE: A Dialogue of Pessimism
May 18	■ Apocalyptic and Apocrypha Daniel ■ The Dead Sea Scrolls ■ Intertestamental Era: Emerging Judaism & Christianity	▶ HBB, 253-258 ▶ FOR, 805-820 ▶ IOT, 355-369 ▶ Focus texts: Prayer of Azariah; Daniel and Susannan; Daniel, Bel, and the Snake	✚ GROUP PRESENTATIONS ✚ INTERPRETATION PAPER DUE