

COURSE OF STUDY SCHOOL OF OHIO at MTSO

2019 Summer

June 21-22 & July 12-13, 2019

COS 221 – Bible II: Torah & Israel's History

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Course Description

Welcome to the Bible II class!

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.

Students will be able to:

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

Texts:

- Robert L. Hubbard and J. Andrew Dearman, *Introducing the Old Testament* (Grand Rapids: Eerdmans, 2018)
- Terence E. Fretheim, *The Pentateuch* (Nashville: Abingdon, 1996)
- Richard D. Nelson, *The Historical Books* (Nashville: Abingdon, 1998)

Reference:

- Adrian Curtis, ed., *Oxford Bible Atlas* (4th ed.; Oxford: Oxford University Press, 2007)
- Bruce C. Birch, Walter Brueggemann, Terence E. Fretheim, and David L. Petersen, *A Theological Introduction to the Old Testament* (2nd ed.; Nashville: Abingdon, 2005)

Supplemental:

- Gale Yee, ed., *The Hebrew Bible: Feminist and Intersectional Perspectives* (Minneapolis: Fortress, 2018)

Requirements

- Movie-a-thon:** This assignment (due June 21) is intended to help you make a close reading of the biblical story, by way of watching a pertinent movie and carefully comparing the two in order to better analyze/appreciate the literary plots and imaginative interpretations in filling the literary gaps. Read either (1) **Genesis 37-50** or (2) **Exodus 1-15**. Read carefully, critically, and creatively. Read as if you've never read those portions before. Read the whole story in a continuous connection (i.e., ideally do not read bits and pieces in isolation). Then watch a movie: EITHER (1) *Joseph the King of Dreams* OR (2) *The Prince of Egypt* (both are animated versions by DreamWorks). While watching, make keen observations as to how the two (i.e., a biblical story and a movie) coincide, where the movie alters/shifts, and in what aspects the movie dramatizes—fills in the gaps. You are expected to turn in the REPORT PAPER of your observations/comparisons (to be typed, single-spaced, please). Please see the attached guideline handout.
- Map & Chronology Chart:** On the second day of the first weekend (June 22, Saturday), we will do team art projects on the biblical map(s) and chronology chart of the Old Testament. The goal is not to make an impressive exhibit but to help you become better acquainted with the major dates, events, and locations in the Hebrew Bible by doing a kinesthetic fun project. We will be using *Oxford Bible Atlas* as a resource aid for this project.
- Exegesis Paper:** On the second weekend of the term (due July 12, Friday), please turn in your exegetical analysis and interpretation of a selected biblical passage (TBA). Further guidelines will be distributed in class. The goal of this assignment is this: now that you will have practiced a little bit of fresh, insightful reading in the Movie-a-thon task, along with class discussions; please focus on one specific passage and utilize similar insightful reading tools to interpret that passage: (further guideline will be distributed in class; 5 pages, typed, double-spaced, please).
- Group Presentation:** Toward the end of this class (on July 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. Some guidelines: Do not select major figures, but rather unknown, less-known, supporting figures (e.g., Bezalel, Joab, Jochebed, Micaiah ben Imlah, Miriam, Tamar, the Levite's wife/concubine, Naboth, Orpah, King Josiah, Eliashib, etc.); *Do not just retell* the story, but refocus, zoom afresh from various angles; has to be informative, in-depth, and insightful.

Class Schedule

Date	Subjects	Readings	Projects
<p>June 21</p> <p>(3:30 - 6:00 pm)</p>	<p>Torah/Pentateuch</p> <ul style="list-style-type: none"> ■ Creation ■ The Fall 	<ul style="list-style-type: none"> ▶ Hubbard/Dearman, pp. 27-47 ▶ Fretheim, pp. 67-83 ▶ Focus Texts: Genesis 1-3 Genesis 10-11 	<p>✚ MOVIE-ATHON REPORT DUE</p>
<p>June 21</p> <p>(7:00 - 9:00 pm)</p>	<ul style="list-style-type: none"> ■ Call & Promise ■ Matriarchs & Patriarchs 	<ul style="list-style-type: none"> ▶ Hubbard/Dearman, 49-58 ▶ Fretheim, 84-100 ▶ Focus Texts: Genesis 16; 21 Genesis 44-45 	
<p>June 22</p> <p>(8:00 - 11:20 am)</p>	<ul style="list-style-type: none"> ■ Exodus ■ Sinai & Covenant 	<ul style="list-style-type: none"> ▶ Hubbard/Dearman, 60-75 ▶ Fretheim, 101-136 ▶ Focus Texts: Exodus 1-4 Exodus 19-20 Exodus 32-34 Leviticus 1-2 Leviticus 19 	
<p>June 22</p> <p>(1:00 - 3:15 pm)</p>	<ul style="list-style-type: none"> ■ In the Wilderness ■ Into the Land 	<ul style="list-style-type: none"> ▶ Hubbard/Dearman, 76-105 ▶ Fretheim, 137-170 ▶ Focus Texts: Numbers 20-24 Deuteronomy 5-6 Deuteronomy 21-23 Deuteronomy 31-33 	<p>✚ IN-CLASS MAP & CHRONOLOGY CHART PROJECT</p>

<p>July 12</p> <p>(3:30 - 6:00 pm)</p>	<p>Former Prophets/ Historical Books</p> <p>■ Joshua: Conquest</p>	<p>▶ Hubbard/Dearman, 122-135 ▶ Nelson, 79-92</p> <p>▶ Focus Texts: Joshua 1-2 Joshua 6-7</p>	<p>✚ EXEGESIS PAPER DUE</p>
<p>July 12</p> <p>(7:00 - 9:00 pm)</p>	<p>■ Judges: Settlement</p> <p>■ Deborah, Jael, Samson, & Delilah</p>	<p>▶ Hubbard/Dearman, 137-147 ▶ Nelson, 93-108</p> <p>▶ Focus Texts: Judges 1-2 Judges 4-5 Judges 13-16</p>	
<p>July 13</p> <p>(8:00 - 10:55 am)</p>	<p>■ Rise of the Monarchy</p> <p>■ King David</p> <p>■ Divided Kingdom: Kings vs. Prophets</p>	<p>▶ Hubbard/Dearman, 156-201 ▶ Nelson, 109-148</p> <p>▶ Focus Texts: 1 Samuel 1-3 2 Samuel 11-13 1 Kings 1-3 1 Kings 17-19 2 Kings 4-6</p>	
<p>July 13</p> <p>(1:00 - 3:15 pm)</p>	<p>Latter Prophets (8th Century Prophets)</p> <p>■ Judgment on Samaria</p> <p>■ Judgment on Judah</p>	<p>▶ Hubbard/Dearman, 342-359 ▶ Birch et al., 289-326</p> <p>▶ Focus Texts: Amos 1-2 Amos 5 Hosea 1-2 Hosea 11</p>	<p>✚ GROUP PRESENTATION</p>

Academic Honor

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.