

Perkins Regional Course of Study School 2022
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COS 221: Bible II: Torah and Israel's History (Session 1)

Course Description

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.

Student Learning Goals

At the end of this course, 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.

Required Texts

1. Coogan, Michael D., and Cynthia R. Chapman. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. 4th edition. New York: Oxford University Press, 2017.
2. One of the following study Bibles:
 - a. Coogan, Michael D, ed. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*. 5th edition. Oxford: Oxford University Press, 2018.
 - b. Green, Joel B., ed. *The CEB Study Bible with Apocrypha*. Nashville: Common English Bible, 2013.
 - c. Harrelson, Walter J., ed. *The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*. Nashville: Abingdon, 2003.
3. One of the following Bible dictionaries:
 - a. Powell, Mark Allan, ed. *HarperCollins Bible Dictionary: Revised and Updated*. New York: HarperOne, 2011.
 - b. Youngblood, Ronald F., ed. *Nelson's Illustrated Bible Dictionary: New and Enhanced Edition*. Nashville: Thomas Nelson, 2014.
 - c. Douglas, J. D., Merrill C. Tenney, and Moises Silva, eds. *Zondervan Illustrated Bible Dictionary*. Grand Rapids: Zondervan Academic, 2011.
 - d. Freedman, David Noel, ed. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.

Supplemental Readings (Reference Texts)

These texts are required for the course, but readings will not be assigned directly from them. Students will consult these texts in the exegesis assignments.

1. Gaventa, Beverly Roberts, and David L. Peterson, eds. *The New Interpreter's One-Volume Commentary*. Nashville: Abingdon, 2010.

2. Birch, Bruce C., Walter Brueggemann, Terence E. Fretheim, and David L. Peterson, eds. *A Theological Introduction to the Old Testament*. 2nd edition. Nashville: Abingdon, 2005.

Pre-Class Assignments (25% of the final course grade)

1. Primary Reading Notes (15%)

Read in your chosen study Bible (the three acceptable ones are listed above), or, if necessary, listen to an audio version (New Revised Standard Version [NRSV] or Common English Bible [CEB]) of, the following biblical books, all of which will be covered in this class: Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings, and 2 Kings. You can visit the website Bible Reading Plan Generator (<https://www.biblereadingplangenerator.com/>) to create a reading plan to keep you on track. If you plan to read this material over six months, you'll only need to read about two chapters each day.

As you read each book, create a 1-page overview of that book, outlining the main characters and events. You should have 1 page on Genesis, one on Exodus, and so on. Therefore, the assignment will total 11 pages, since you will read 11 books and write 1 page on each. **These overviews will not be detailed—there isn't space—but they will keep your reading focused and active and leave you with a general overview of Israel's history as recounted in these texts.** They'll also be good resources for you to keep handy for your ministry.

2. Secondary Reading Report (10%)

Answer the following questions in 3–4 pages (about 1 page each; all in one document). All answers should be in complete sentences and use Turabian-style footnote citations, as required by the Perkins Regional Course of Study School.

a. Read chapters 1–2 of Coogan and Chapman (*The Old Testament*) and answer the following: What have you learned about the formation of the canon (who, what, when, where, and how)? What have you learned that is different from your previous knowledge about the canon? How will this new understanding of the canon help you lead your congregation in the study of the Bible?

b. Read chapters 3–5 of Coogan and Chapman (*The Old Testament*) and answer the following: What are the main theories about the formation of the Pentateuch? What are some of the issues raised in and features of Gen 1–3 that lead to these theories? How does knowing about the formation of the Pentateuch change your understanding of the first five books of the Bible? How, in what context, and why would you teach this to your congregation?

c. Read chapter 6 of Coogan and Chapman (*The Old Testament*) and answer the following: How are the themes of exile and return present in Gen 12–50? How might these themes relate to the covenant between God and Abraham? Thinking ahead to the rest of Israel's history, is there a connection between the theme of exile and return in Genesis and Israelites' exile from and return to the land?

Secondary Reading Report Rubric:

Timeliness: up to 10 points	On time: 10 points Up to 1 day late: 7 points
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	<p>1–2 days late: 4 points</p> <p>More than 2 days late: 0 points</p>
<p>Length: up to 5 points</p> <p>Paper is to be at least 3 full but no more than 4 full pages in length (double-spaced, 12-point font, 1-inch margins, no extra space between paragraphs).</p>	<p>3–4 pages: 5 points</p> <p>Between 2 and 3 or 4 and 5 pages: 3 points</p> <p>Fewer than 2 or more than 5 pages: 0 points</p>
<p>Formatting, grammar, syntax, punctuation, etc.: up to 5 points</p> <p>Note: All written work for this course should follow the guidelines of the Turabian style manual and be double-spaced with 12-point font (Times New Roman) and 1-inch margins on all sides (with no extra space between paragraphs).</p>	<p>Strong (few mistakes): 5 points</p> <p>Developing (overall strong but with noteworthy room for improvement): 3 points</p> <p>Needs work (needs significant improvement): 1 point</p>
<p>Citations: up to 10 points</p> <p>Note: All material quoted from a source must be placed within quotation marks and cited with a footnote according to Turabian style. Material that is not quoted but is otherwise taken from a source must also be cited with a footnote according to Turabian style.</p>	<p>Strong (everything is cited; few minor errors): 10 points</p> <p>Good (everything is cited; many errors): 5 points</p> <p>Needs work (everything is cited; citations do not follow Turabian footnote style): 0 points</p> <p>Note: Material from a source that is not cited (or quoted when appropriate) will result in a 0 for the <i>assignment</i> and a discussion about plagiarism.</p>
<p>Question a: up to 20 points</p> <p>Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement)</p> <p>Strong: 17 points (strong engagement with some room for improvement)</p> <p>Needs improvement: 14 points (engagement needs significant improvement)</p> <p>Lacking: 0 points (this portion of the assignment is lacking)</p>

<p>Question b: up to 20 points</p> <p>Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement)</p> <p>Strong: 17 points (strong engagement with some room for improvement)</p> <p>Needs improvement: 14 points (engagement needs significant improvement)</p> <p>Lacking: 0 points (this portion of the assignment is lacking)</p>
<p>Question c: up to 20 points</p> <p>Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement)</p> <p>Strong: 17 points (strong engagement with some room for improvement)</p> <p>Needs improvement: 14 points (engagement needs significant improvement)</p> <p>Lacking: 0 points (this portion of the assignment is lacking)</p>