All precourse assignments should be emailed to the Course of Study office by January 12, 2015.

**Course Description and Outcomes**
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.

**Required Textbooks**
- A Good Study Bible (select one [1])

**Precourse Assignments**
In answering these questions, students should use both the Bible and Collins. Also, students are encouraged to use additional materials such as *NIB: Old Testament Survey*, ed. by L.E. Keck, Abingdon Press, 2005 and *Understanding the Old Testament* by B. Anderson,
Florida Precourse Assignments – Due January 12th

Prentice-Hall. Each answer should be no more than 350 words type-written, using 12 pt. font, double-spaced. They should be carefully written, free from technical problems and reflective of readings in Collins and elsewhere.

A. Read Collins, pp. 1 – 152
B. Read the following chapters in the Hebrew Scriptures
   1. Gen. 1-11; 15
   2. Exod. 12-15; 20:1-11
   3. Joshua 1-9
   4. Judges 1-2
   5. I Sam. 8-10
   6. 2 Sam. 7
   7. I Kings 6; 8:22-33
C. Precourse writing assignments – Due January 12, 2015
   1. Compare the J and P accounts of Creation. What evidence do you see for more than one source?
   2. What historical issues does Collins identify and discuss regarding the Exodus event? What is the importance of the Exodus in Israelite religion?
   3. Describe the covenant God made with Abraham

Course Assignment Between Weekends
1. What historical and literary problems does Collins raise with the Biblical accounts of the Conquest?
2. Compare and contrast briefly the two account of the rise of Israelite Monarchy?
3. What contributions did King David make to the history of Israel?

Final Assignment
On the final afternoon of class in the second session, students will be assigned a text from the Old Testament chapters discussed, and asked to write a brief essay identifying and discussing the major theological themes found in these sections of the Old Testament.

Course Grading Criteria
- Precourse written work 30%
- Between Class written work 30%
- Final Project 20%
- Class Participation 20%

Course Schedule and Components
A. What are the Hebrew Scriptures?
B. Biblical Exegesis: The Historical Critical Approach
C. A Brief Overview of the History of Israel
D. The Pentateuch
   1. Literary Issues
      a. Date
      b. Author
      c. Historical Setting
   1. Theological Issues
d. Creation  
e. Sin – Punishment  
f. Covenants  
   i. Noah  
   ii. Patriarchs  
   iii. Moses  
g. Promise – Fulfillment  
h. The Lord is One!  

E. The Deuteronomistic History (DTR)  
   1. Literary issues: Martin Noth  
   2. Theological Issues  
      a. The challenge to faithfulness, Deut 30:15  
      b. Israel’s history as a history of apostasy  
      c. Kingship and the Davidic covenant  
      d. The Zion/Temple traditions  
      e. The Babylonian Exile: Divine Punishments  

**Guidelines for Written Assignments**  
• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.  
• All papers must include a page number and the last name of the student in either the header or footer of every page.  
• You should note the question you are answering at the beginning of each new section of materials.  
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.  
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.  
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.  

**Inclusive Language Covenant**  
The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:  

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.  

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity
constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.

**Directions to Email Precourse Assignments**

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only [michelle.levan@emory.edu](mailto:michelle.levan@emory.edu) your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.

2. Email must be received no later than 11:59pm on the deadline of **January 12, 2015**.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after January 12th at 11:59pm will be subject to a late penalty.
      - Precourse work received between January 13th – January 18th is 1 letter grade deduction.
      - Precourse work received between January 19th – January 24th is 2 letter grade deductions.
      - You will be drop from any course for which precourse work has not been received by check-in on January 24th.

3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.

4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example

6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

   **Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

   **Plagiarism Defined:** “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Second Edition*. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.