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

Reference Textbooks

Course Requirements
• Class attendance and reading of the Bible and secondary texts (10% of Grade)
• Participation in class discussions (10% of Grade)
• A five page reflection paper: Submitted as Precourse work (20% of Grade)
• A five page research summary: Submitted as Precourse work (20% of Grade)
• A ten to fifteen page exegesis assignment: Due Friday, August 4th (40% of Grade)

Precourse Assignments
Required Advance Reading:
• The Biblical books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, Joshua, Judges, 1 & 2 Samuel, 1 & 2 Kings
• And The Pentateuch, by Terence Fretheim

Precourse work assignment one: Five page reflection paper. Discuss a major event you feel was formative for the history of ancient Israel. How did it change the course of their history and their experience of God at work in that history? (20% of grade)
Precourse work assignment two: Research Summary.
Write a summary of the research you have done so far to prepare to write your final paper. The final paper should be one a passage found in one of the books of the bible we are covering in this course. Your research summary should state: What passage you plan to write on; Why you want to write on that passage; and What resources you have found so far in your research about this passage. (20% of grade)

In Class Paper Assignment
10-15 page exegesis paper. Due Friday, August 4th. This should be a close examination, an exegesis, of your chosen passage with footnotes and bibliography. It should discuss the historical setting of the passage, any textual issues or literary issues raised by the passage, as well as a discussion of the theological subjects or meaning contained in it. (40% of grade)

Course Schedule
Thursday, July 28th: Introduction to the Class and the topic
Overview of OT Material
Biblical Reading: Genesis
Opening slides and discussion of course structure
Overview of key historical & theological issues in Genesis
Discussion of key passages from Genesis

Friday, July 29th:
Biblical Reading: Exodus-Deuteronomy
Discussion of Coogan and Fretheim chapters on Exodus through Deuteronomy
Overview of key historical & theological issues in Exodus-Numbers
Discussion of key historical & theological issues in Deuteronomy

Monday, August 1st:
Biblical Reading: Joshua
Discussion of Coogan chapter on Joshua
Overview of key historical & theological issues in Joshua
Discussion of passages in Joshua

Tuesday, August 2nd:
Biblical Reading: Judges
Discussion of Coogan chapter on Judges
Overview of key historical & theological issues in Judges
Discussion of passages in Judges

Wednesday, August 3rd:
Biblical Reading: First and Second Samuel
Discussion of Coogan chapters on First and Second Samuel
Overview of key historical & theological issues in First and Second Samuel
Discussion of passages in First and Second Samuel
Thursday, August 4th:
Biblical Reading: First Kings
Discussion of Coogan chapter on First Kings
Overview of key historical & theological issues in First Kings
Discussion of passages in First Kings

Friday, August 5th:
Biblical Reading: Second Kings
Discussion of Coogan chapter on Second Kings
Overview of key historical & theological issues in Second Kings
Discussion of passages in Second Kings

Final Paper Due

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 [courseofstudy@emory.edu](mailto:courseofstudy@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 June 1st.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after June 1st at 11:59pm will be subject to a late penalty.
      • Precourse work received between June 2 – June 30 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received after June 30th. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 223
   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. If you have five paper assignments for one class, combine all assignments into one paper before sending. You should send only one attachment per-class with all course assignments; emails sent with multiple documents will not be accepted.
5. Your FULL name, phone number, and email address should be included in the body of your email.
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.