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

Pre-Class Assignments

Pre-Class Assignments #1 & #2 should be posted in the “Assignments” section of the class’ Canvas site no later than June 1, 2018.

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

PRE-CLASS ASSIGNMENT #1: 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)

PRE-CLASS ASSIGNMENT #2: Five-page 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)

Post-Class Assignment

The Post-Class Assignment should be posted in the “Assignments” section of the class’ Canvas site no later than August 27, 2018.

EXEGESIS ASSIGNMENT: 10-15 page Exegesis Paper
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 19
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 20
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, July 23
Biblical Reading: Joshua
Discussion of Coogan chapter on Joshua
Overview of key historical & theological issues in Joshua
Discussion of passages in Joshua

Tuesday, July 24
Biblical Reading: Judges
Discussion of Coogan chapter on Judges
Overview of key historical & theological issues in Judges
Discussion of passages in Judges

Wednesday, July 25
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, July 26
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, July 27
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
How Your Final Course Grade Is Determined
10% Class Attendance and reading of the Bible and secondary texts
10% Participation in class discussions
20% Pre-Class Assignment #1
20% Pre-Class Assignment #2
40% Exegesis Assignment

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on June 1, 2018.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
Students who have not submitted pre-class work by June 15 will be dropped from the class.

COS Grading Scale
A+ 97-100   B+ 87-89   C+ 77-79   D+ 67-69
A  93-96    B  83-86    C  73-76    D  65-66
A- 90-92    B- 80-82   C- 70-72   F  0-64

Guidelines for Written Assignments
- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

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.

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 participation 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.