

TH 231 WI: Introduction to the Old Testament

Fall 2015

Instructor: Dr. Gerardo Rodríguez

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Office Hours: Wednesdays & Fridays 1-2pm, 330-430pm or by appointment

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TTh: 930-1045am

Room: Library Conference A

Note: The instructor reserves the right to make any changes to the schedule as needed. Any changes will be announced in class.

CARROLL COLLEGE MISSION STATEMENT

“As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but it also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment. Thus, while providing substantial professional and pre-professional programs, the College encourages and expects all students to participate in a broad spectrum of academic disciplines.

“As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as "the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope." Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who-although not a part of the authoritative teaching body of the Church-makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.

“In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community. While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.”

COURSE DESCRIPTION AND GOALS

This course surveys the historical, literary, cultural and theological heritage in ancient Israel from its earliest beginnings to the start of the Christian era. Attention will be paid to the geographical and historical contexts in which the Jewish scriptures arose, their social setting, political contexts and theological message. Special attention will be devoted to developing the skills necessary to interpret the texts within their own historical context as well as the possibilities that emerge from the text as a literary creation. Students will engage the multiple readings that emerged in subsequent Jewish traditions, New Testament texts and Christian traditions (Roman Catholic and Protestant). Students will acquire the skills to critically engage and interpret some of the most influential sections from the Old Testament based on the ancient context as well as appreciate the multivalent interpretations available to the contemporary reader. This course fulfills one of the Writing Intensive (WI) core class requirements, thus writing is an integral aspect of the course.

Texts (Students are required to bring the readings assigned for the day in the Syllabus Schedule):

Boadt, Lawrence. *Reading the Old Testament: An Introduction. Second Edition.* Revised and Updated by Richard Clifford and Daniel Harrington. New York, NY: Paulist Press, 2012. ISBN: 978-0809147809

Abbreviation in Syllabus: **ROT**

New Interpreter's Study Bible. (Abingdon Press). ISBN 978-0-687-27832-9 (New Revised Standard Version with Apocrypha and New American Bible editions are the recommended Bibles. Check with the instructor if you already have a Bible that you wish to use.)

COURSE OBJECTIVES

1. Develop the necessary hermeneutical tools to critically interpret the texts of the Old Testament taking into account their Ancient Near East historical context.
2. Identify the possible significance of the Old Testament texts for the original intended Jewish audience as well as the appropriation of the texts into later Jewish traditions, New Testament texts and Christian traditions (Roman Catholic, Protestant).
3. Become acquainted with the historical development of Israel as a nation/people and the documents that comprise the Hebrew Scriptures/Old Testament
4. Distinguish the various forms of biblical literature in the Old Testament.
5. Learn basic research skills in the field of Old Testament studies.

EVALUATION

The course grade will be based on the following:

Participation	15%	(150 points)
Library Assignment	5%	(50 points)
Research Paper	30%	(300 points)
Exams	50%	(500 points)

ATTENDANCE IS MANDATORY: 0 %

Students are not given points for coming to class, rather student's **grades are reduced by accumulating absences**. Each student will be **allowed up to two unexcused absences** without grade reduction. Each additional *unexcused* absence after the second lowers the total grade by 2 percentage points. **Eight unexcused absences earn a failing grade**. Absences can be excused with a note from a doctor, sports director or relevant official; or by extraordinary circumstances. Please speak with me about obtaining an excuse for an absence. *The only fair way to assign excused absences impartially requires documentation*. Do not come late to class because it is disruptive to the class. After the second tardy, the grade will be reduced by 1% per tardy. The student is responsible for the class notes of the day and should obtain the notes from a classmate.

PARTICIPATION: 15%

5% of the grade is based on making a **3 Minute Presentation** summary on the reading and providing at least 4 discussion questions. The questions must address the content of the reading and move the discussion forward. *Only one question may refer to the personal feelings of students*. Grading will be based on quality of presentation and questions. The purpose of the Presentation is to provide a brief synopsis to remind students about the reading and prompt discussion beyond the reading. **The presenter will print out for the class an outline** of the argument (not a general summary) in 1 page (maximum, front and back). At least half of the presentation should be on the secondary reading; the presentation should NOT be simply a summary of the Scripture readings.

Relevant and helpful contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class. Participation can include the following examples of contributing to class discussion:

- unannounced short quizzes at beginning of class on reading assignment
- bringing to class the assigned text
- asking questions about the readings, or things said in class, that are unclear or confusing
- offering answers to questions asked by others in class
- making claims or observations about the issues being discussed
- offering support, criticism, modification, or clarification for claims being discussed

In order to promote a positive learning environment, the following will be enforced: **failure to bring reading assignments and sleeping or side-discussions during the lecture will not be tolerated and will result in the loss of 1% of the overall grade, per incident after the first warning is issued.**

LIBRARY RESEARCH ASSIGNMENT: 5%

Look up a topic/theme related to your Research Paper in two different Theological Dictionaries/Encyclopedias to examine usefulness and differences in approach. The assignment will be due with a one page bibliography. A detailed assignment sheet can be found at Moodle in the folder "Instructions for Research Assignments."

SCRIPTURE RESEARCH PAPER: 30%

DUE DATE: MONDAY (Final Draft Due In Moodle 12/3)

Length: 10-15 pages of text and bibliography

Websites are NOT allowed

Choose a book from the New Testament on which to do further research. **Must use at least two academic biblical commentaries** for this project (ask if you need assistance). The chosen academic commentaries with a photocopy of the table of contents must be submitted by September 11. Choose two or three themes from the book that will be further explored in your paper. The topics that will be addressed must be submitted by October 15. See "Research Paper Guidelines" document found at Moodle in the folder "Instructions for Research Assignments."

Paper Requirements

The paper should be double-spaced with one-inch margins. The title page and bibliography pages do not fulfill the minimum page requirement. The font of the main body of the paper should be 12-point Times New Roman. Be sure to cite your sources using MLA or Chicago Style.

Papers must be uploaded into Turnitin before class begins. Your grade will be lowered by one letter grade per day if the paper is late. You are responsible for keeping an electronic copy of your paper until the end of the semester.

Academic Resource and Writing Center: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- College-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (Borromeo Hall 115; khaddock@carroll.edu).

EXAMS: 50% of final grade

There will be two exams each worth 25%, worth 50% of your total grade. These exams will cover material from your readings and class lectures. The format will include fill in the blank, short-answer, and essay questions.

Academic Disabilities Statement: If you believe that you may need accommodation based on the impact of a disability, please contact Kevin Hadduck in order to discuss your specific needs and to determine a reasonable accommodation plan. You may contact Kevin Hadduck in the Academic Resource Center, Borromeo Hall Room 115 (phone: ext. 4504; email: khaddock@carroll.edu).

Academic Integrity Statement: Students are expected to be honest in their academic work. **Plagiarism** will result in an automatic 0 for the assignment. Using another person's words without quotation marks or by not crediting the appropriate author will result in immediate failure of the assignment, failure of a grading category and possible failure of the class.

"As contributing members of the Carroll learning community, students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on official documents is subject to dismissal or other appropriate disciplinary action by the College. All students of the college are expected to understand and follow the standard outlined in Article V: Expectations of Student Conduct of the Carroll Code of Student Conduct which states:

"Any student found to have committed or to have attempted to commit the following misconduct is subject to The disciplinary sanctions outlined in Article VI (B):

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any College official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any College document, record or instrument of identification."
- (Carroll College Student Handbook)

Ignorance of the code is not a valid reason for committing an act of academic dishonesty."

<http://www.carroll.edu/files/files/academics/academicintegritypolicy.pdf>

You are responsible for crediting the appropriate author and using the proper English citation format. For examples on proper citation of sources, see the following link:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Grading Range:

A 100-93 A- 90-92 B+ 89-87 B 86-84 B- 83-80 C+ 77-79 C 78-74
C- 73-70 D 60-69 F 59-0

Civility in the Classroom

Electronic Policy

All **cell phones** are to be turned off or on silent before the start of class; if you are expecting an emergency call, let me know beforehand and place your phone on vibrate. **Laptop users must** sit at the front of the classroom. The use of laptops is a privilege; abuse of this privilege will result in loss of the privilege.

Food and Drink

You may bring food and drink to class as long as you consume whatever it is you bring without being a distraction to others. If ongoing distraction occurs, you will lose this privilege.

Respect

This should go without saying but do respect all others in the class, especially as they share their perspectives and opinions. In addition, all religious beliefs/ideas will be treated with respect; ridicule of any religious belief will not be tolerated and may result in immediate dismissal from the classroom. Ideas should be able to be shared freely in a university classroom and this requires mutual reverence for the dignity of others.

CLASS SCHEDULE: READINGS ARE DUE ON THE DAY LISTED (*Reading due Thursday 8/27 is listed on 8/27*)

Note on Bible Readings: Genesis 1-3 refers to the book Genesis, chapters 1-3. Genesis 1:3-2.16 refers to the book Genesis, chapter 1, verse 3 to chapter 2 verse 16. Genesis 1:3-10 refers to the book Genesis, chapter 1 verse 3 to verse 10. Genesis 1:10-20; 2-6 refers to the book Genesis 1, verse 10 through 20 and chapters 2-6. The semi colon (;) will divide chapter sections within a book.

AUGUST

T 8/25: Introduction: BRING SYLLABUS TO CLASS: Psalms [Psalm 1]

Th 8/27: Discerning Portrayals of God Reading Due: *ROT*, 1-14; Exodus 15:1-21; Hosea 11:1-9, Psalm 96 [Psalm 96:1-6]

SEPTEMBER

T 9/1: Interpreting Scripture Reading Due: Due: *ROT* 51-60 and *The Interpretation of the Bible in Church – Last Day to Withdraw without a W Preface, Introduction, Section I: A, B, C and F & Section III: A and B & Conclusion* [Psalm 119: 97-104]
(internet link) http://catholic-resources.org/ChurchDocs/PBC_Interp.htm

Th 9/3: Testimonies of Creation Reading Due: *ROT* 86-94; OTP 7-20; Genesis 1, Psalm 74:12-17
*****DUE: Library Research Assignment** [Psalm 19:1-6]

T 9/8: Testimonies of Creation II Reading Due: *ROT* 94-97; Genesis 2, Psalm 104 [Psalm 8:1-6]

Th 9/10: Primeval History Reading Due: *ROT* 97-102; Genesis 3; 4:1-16; chaps. 6-9 [Psalm 88:13-18]
*****DUE: Bibliography of two commentaries from Library**

T 9/15: Abraham and Sarah Reading Due: *ROT* 111-117; Genesis 12; 15:1-22:19; chap.24 [Psalm 105:1-6]

Th 9/17: Isaac and Rebecca, Jacob and Rachel and Leah Reading Due: *ROT* 118-122; Genesis 25:19-34; 27:1-30:24; 32:23-33; chap 34 [Psalm 105:7-14]
*****DUE: Summary of overall narrative in chosen biblical book**

T 9/22: Exodus I	Reading Due: ROT 133-139; Exodus 1:1-6:13; 7:8-11	[Psalm 105:26-35]
Th 9/24: Exodus II	Reading Due: ROT 140-143; Exodus 12; 14, 16:4-17:7; chap. 19	[Psalm 95:6-11]
T 9/29: Exodus III	Reading Due: ROT 144-157; Exodus 20:1-17, Exodus 32:1-34:9, 27-35	[Psalm 99:4-9]
OCTOBER		
Th 10/1: Midterm Exam		
T 10/6: Leviticus and Deuteronomy	Reading Due: ROT 233-242, 301-312; Leviticus 11-20; Deuteronomy 5:1-21, 6:4-9; 12:1-14; 20; 30:15-20	[Psalm 119:1-8]
Th 10/8: Israelites Enter Promised Land: Joshua	Reading Due: ROT 164-180; Joshua 1:1-9; 3:5-6, 14-17; chaps 6-7; 10:28-43; 24:1-28; Judges chap 1; 2:6-3:6	[Psalm 107:1-6]
10/13: FALL BREAK	***DUE: Cultural and Literary Background of Biblical Book	
Th 10/15: Rise of the Monarchy in Israel	Reading Due: ROT 194-198; 1 Samuel 3:1-4:11; 8:1-9:3, 14-17; 10:1; 13:1-14; 15:24-31; chaps 16-17; 18:6-16; 19:8-17	[Psalm 72:7-14]
	***DUE: Two chosen themes	
T 10/20: King David	Reading Due: ROT 198-202; 1 Samuel 26:1-16; chap 31; 2 Samuel 1:1-16; 2:1-7; 5:1-12; 7:1-17; chap. 11; 12:1-25	[Psalm 89:1-5]
Th 10/22: Research Paper Workshop	Reading Due: Moodle: Build an Argument	
T 10/27: Cathedral Tour	***DUE: Chosen Pericope	
Th 10/29: Prophets I: Amos	Reading Due: ROT 270-281; Amos	[Psalm 102:1-11]
	***DUE: Analysis of Themes in Chosen Passage	
NOVEMBER		
T 11/3: Prophets II: Hosea and Isaiah	Reading Due: ROT 281-292, Hosea, Isaiah 9:5-6; 10:1-6; 11:1-16, 40:1-11	[Psalm 94:1-8]
Th 11/5: The Fall of Judah: Jeremiah	Reading Due: ROT 315-328; Jeremiah 1-3; 18-20; 30-31 ; Psalm 137	[Psalm 89:38-46]
T 11/10: Job I	Reading Due: ROT 413-419; Job chaps. 1-21	[Psalm 42:1-6]
Th 11/12: Job II	Reading Due: Job 22-40	[Psalm 147:7-11]
	***DUE: Thesis Statement Draft	
T 11/17: Psalms I	Reading Due: ROT: 243-252, Psalms 1, 2, 8, 18, 20, 21, 23, 91-93, 96-101, 120-122	[Psalm 98:1-6]
Th 11/19: Psalms II <i>Last Day to Withdraw</i>	Reading Due: 6, 22, 27, 44, 51-60, 74, 79, 88, 90, 129, 137, 150	[Psalm 60:3-7]
T 11/24: Female Heroes	Reading Due: ROT 428-434; Esther 1:1-3:13; 7:1-8:12; chap 9; Judith 2:1-20; 4:1-5, 9-12; 7:1, 17-18; chap 8; 10:1-4, 11-23; 12:5-14:4, 11-19; 15:1-3; 16:21-25. *Judith is a deuterocanonical book.	[Psalm 22:1-8]
Th 11/26: THANKSGIVING BREAK		
T 12/1: Jonah and Song of Songs	Reading Due: ROT 408-411, 422-423; Jonah	[Psalm 46:6-15]

Th 12/3: Daniel and Apocalyptic Literature Reading Due: ROT 440-448; Daniel 1:1-7; chap 7; 10:1-11:4; chap 12
*****DUE: Entire Research Paper** [Psalm 106:40-48]

T 12/8: Why study the Old Testament? Reading Due: ROT 465-481 [Psalm 136:1-26]

Final Exam: Friday, December 11, 10-1145am