

COURSE OUTLINE

OLD TESTAMENT

COURSE DESCRIPTION: RG 191. Old Testament. 3 hours credit. This course presents a critical study of the origin, historical development, beliefs, customs, practices and geographical expansions of Judaism. Consideration is given to the social setting, authorship, purpose and contribution of each book.

TEXTBOOK: Tullock, J. H. (2002). *The Old Testament Story*. (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

COURSE OBJECTIVES: At the completion of this course, the student should be able to:

1. Explain and evaluate various religious concepts regarding creation and how these impacted upon the lives of early people.
2. Analyze the various forms of Old Testament literature and develop a method for interpreting Old Testament teachings.
3. Analyze the origin and historical development of Judaism, including the integration of the various Old Testament books.
4. Identify the principal and distinguishing features—the beliefs, customs, practices and geographical expansions—of Judaism.
5. Explain how the Old Testament literature and its religious concepts are used in contemporary society.
6. Provide evidence of the ability to perform the above skills in a research paper that is clearly and precisely written

TOPICAL OUTLINE OF UNITS:

A. Chapter 1:

1. Unit Description and Content: “The Book and Those Who Study It.”
2. Unit Objectives: At the completion of this unit the student should be able to identify and discuss the significance of the following:
 - “The Old Testament: What Is It?”
 - “The Vehicles That Carry the Story”
 - “How It Began”
 - “How It Developed”
 - “The Work of Scholars”
 - “Archaeology as a Tool for Understanding”

B. Chapter 2:

1. Unit Description and Content: "The Geographical and Historical Setting for the Old Testament Prior to 1200 B.C.E."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "The Fertile Crescent"
 - "Mesopotamia"
 - "Asia Minor"
 - "Egypt"
 - "Syria-Phoenicia"
 - "Palestine"

C. Chapter 3:

1. Unit Description and Content: "Israel Looks at the Beginnings."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "The Beginnings"
 - "The Patriarchs"

D. Chapter 4:

1. Unit Description and Content: "Israel Becomes a People: Exodus and Wilderness."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "The Book of Israel's Beginnings"
 - "The Literary Structure of Exodus"
 - "The Importance of the Exodus Story"
 - "The Nature of the Exodus and the Exodus Materials"
 - "Moses: Birth and Wilderness Years"
 - "Moses: The Struggle with Pharaoh"
 - "The Exodus"
 - "Troubles in the Wilderness"
 - "Sinai and the Giving of the Law"
 - "The Principles Made Practical: The Law Codes"
 - "The Ten Commandments and the Codes"
 - "After the Convention Was Over"
 - "On the March Again"
 - "Themes in the Pentateuch"

E. Chapter 5:

1. Unit Description and Content: "Israel Gains a Home: Joshua and Judges."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:

“Two Views of Conquest: Joshua and Judges”
“The International Scene”
“The Invasion of Canaan”
“Dividing the Land and Renewing the Covenant”
“Another Look at the Conquest”
“The Period of the Judges”
“There Was No King in Israel: Three Stories”
“Summary of the Book of Judges”
“Recent Views of the Conquest”

F. Chapter 6:

1. Unit Description and Content: “Israel Gains a King: Samuel and Saul.”
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“Samuel: The Judge Who Appointed Kings”
“The Sources for the History of the Israelite Kingdoms”
“The Beginning of the Philistine Wars”
“The Roles Samuel Played”
“Saul: The Last Judge and the First King”
“Saul and David”
“David, the Outlaw”
“The End of Saul’s Reign”
“Samuel and Saul: A Summary”

G. Chapter 7:

1. Unit Description and Content: “Israel’s Time of Glory: David and Solomon.”
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“David: King Over Judah”
“David: King Over All Israel”
“The Court History of David”
“Solomon: Riches, Wisdom, and Foolishness”

H. Chapter 8:

1. Unit Description and Content: “Israel Becomes Two: The History of the Northern Kingdom.”
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“Method of Approach”
“The Problem of Chronology”
“The Division of the Kingdom”
“The Dynasty of Omri”
“Jehu to Jeroboam”
“Israel’s Eighth-Century Prophets: Amos and Hosea”

I. Chapter 9:

1. Unit Description and Content: "Judah: Rehoboam to Hezekiah."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "Judah after the Breakup"
 - "Jehu's Purge and Judah"
 - "Judah During Israel's Last Days"
 - "The Eighth-Century Prophets from Judah"
 - "Isaiah and the Kings of Judah"
 - "Micah: The Country Preacher"
 - "Summary on the Eighth-Century Prophets"

J. Chapter 10:

1. Unit Description and Content: "Judah: Manasseh to Zedekiah and the Exile."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "The International Situation"
 - "The Situation in Judah"
 - "Two Prophets and King Jehoiakim"
 - "Jeremiah, Zedekiah, and the Last Days of Judah"

K. Chapter 11:

1. Unit Description and Content: "The Exile: Judah's Dark Night of the Soul."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "After the Fall"
 - "With the Exiles in Babylon"
 - "The Prophet of the Transition: Ezekiel"
 - "The End Has Come for Babylon"
 - "The Exile's Great Unknown Prophet"

L. Chapter 12:

1. Unit Description and Content: "The Post-Exilic Period: Judah Revived."
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
 - "The International Situation (538-522 B.C.E.)"
 - "The Restored Community"
 - "The Time of Silence"
 - "Ezra and Nehemiah"

M. Chapter 13:

1. Unit Description and Content: "A Legacy of Israel: Wise Men and Psalm Singers."

2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“Wise Men and Wisdom Literature”
“The Sweet Singers of Israel”

N. Chapter 14:

1. Unit Description and Content: “The Time of Silence: Judah in Eclipse.”
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“The Historical Situation”
“The Maccabean Revolt”
“The Word of the Lord in Difficult Times”

O. Chapter 15:

1. Unit Description and Content: “Epilogue: The Continuing Story.”
2. Unit Objectives: At the completion of this unit, the student should be able to identify and discuss the significance of the following:
“Life in the Jewish Community”
“The Rise of Parties and Sects”
“Literary Activity”
“Judaism’s Oral Tradition”
“The End of the Matter”

Learning Activities:

Independent and collaborative learning activities will be assigned within and outside the college classroom to assist students in achieving the intended learning outcomes. Learning activities will be geared toward practices that would be useful not only in the comprehension and critical analysis of assigned class readings but also in the analysis of other types of written communications. The learning activities will also emphasize the importance of good writing skills which is a benefit to students both inside the classroom and outside the college classroom in a variety of situations. Examples of activities which contribute to the learning process include: instructor lectures, class discussions, panel discussions, audio-visual aids, films followed by group discussion, guest speakers, daily exercises, reading assignments, handouts, study guides, field trips and individual conferences with the instructor. These methods and other methods deemed suitable may be used individually or in combination by all instructors.

Grade Determination:

The student will be graded on the satisfactory completion of learning activities (including the required assessment task as stated earlier in this document). Grade determinants may include the following: Daily work; tests, both essay and objective (including quizzes, chapter or unit tests and comprehensive examinations); writing assignments (both

inside and outside of class); research papers; student projects; student presentations; attendance; class participation and other methods of evaluation employed at the discretion of the individual instructor. These methods may be used individually or in combination by all instructors.

Department Policies:

1. The Prompt Return and Timely Feedback Policy of the Department of Philosophy and Religion:

Section 1: "Students' work will be evaluated and feedback provided to students in time to affect their future work and performance." All student work must be returned to students within such a period of time so as to allow them sufficient preparation in order to show improvement on their next graded assignment or other future work. Flexibility is allowed in the event of extenuating circumstances which prevent this requirement from being strictly maintained.

Section 2: "Students are encouraged to monitor their own progress in class based on the grades they receive on work completed in comparison to the total points available for graded coursework." To accomplish this, students are strongly encouraged to keep a written record of all of their scores. Students are also encouraged to schedule individual meetings with the instructor to discuss the student's individual progress.

2. Department Policy on Instructor Class Time Arrival

"All Department instructors are expected to be in their classrooms at the time that their classes are scheduled to begin." Flexibility is allowed in the event of extenuating circumstances which prevent this requirement from being strictly maintained.

