

**BL5110 OLD TESTAMENT 1: GENESIS TO ESTHER**  
**SUMMER 2022 – PHOENIX SEMINARY**  
REVISED 8 DECEMBER 2021



**INSTRUCTORS:**

Lecturer: John Meade, PhD

Online Instructor: Ryan Stephens, PhD; [rstephens@ps.edu](mailto:rstephens@ps.edu)

Technical assistance is available to online students. Please contact: [onlinesupport@ps.edu](mailto:onlinesupport@ps.edu)

**DESCRIPTION (from *Student Handbook*)**

A survey of Genesis through Esther, placing each in its historical, cultural, and theological context, with appropriate attention given to its contribution to biblical theology and its relevance to Christian life and doctrine.

**COURSE OUTCOMES**

At the end of this course the student should be able to:

1. Appreciate the message and essential role that context and genre play in properly interpreting these books of the Bible.
2. Assess the most important scholarly questions about the origin (date, authorship, text, canonicity) and interpretation of these books.
3. Articulate the particular contribution these books make to biblical theology.
4. Apply these books to contemporary life and ministry.

**COURSE TEXT(S)**

**A. REQUIRED TEXTS**

*The Holy Bible*. A dynamic translation (such as *NIV* or *NLT*) is acceptable for these readings, but for more serious study a literal translation (such as *ESV* or *NAS*) is required.

Gallagher, Edmon L. and John D. Meade. *The Biblical Canon Lists from Early Christianity: Texts and Analysis*. Oxford: Oxford University Press, 2017.

Halton, Charles. *Genesis: History, Fiction, or Neither?: Three Views on the Bible's Earliest Chapters*. Grand Rapids: Zondervan, 2015.

Hill, Andrew and John Walton. *A Survey of the Old Testament*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2009.

Merrill, Eugene. *Kingdom of Priests*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2008. Referred to as KOP.

**B. ARTICLES / CONTEMPORARY SOURCES (ON COURSE WEB PAGE)**

Beckman, Gary. *Hittite Diplomatic Texts*. 2<sup>nd</sup> ed. SBL Writings from the Ancient World, 7. Atlanta: Scholars Press, 1995, 1999. "Treaty Between Suppiluliuma I of Hatti and Shattiwaza of Mattani," 42–48; "Treaty Between Mursili II of Hatti and Tuppi-Teshshup of Amurru," 59–64; "Treaty Between Muwattalli II of Hatti and Alaksandu of Wilusa," 87–93.

Long, V. Philips. "History and Fiction: What is History?" In *Israel's Past in Present Research: Essays on Ancient Israelite Historiography*. Edited by V. Philips Long. Winona Lake, IN: Eisenbrauns, 1999, 232–54.

Pritchard, James B., ed. *Ancient Near Eastern Texts Relating to the Old Testament*. 3<sup>rd</sup> ed. Princeton: Princeton University Press, 1969 (cited as ANET). “Enuma Elish,” 60–72; “Atra-hasis,” 104–06; “Epic of Gilgamesh,” 93–95 (up to ln. 207); “The Vassal-Treaties of Esarhaddon,” 534–541.

Waltke, Bruce K. “Oral Tradition.” In *A Tribute to Gleason Archer*. W. C. Kaiser, Jr. and R. F. Youngblood, eds. Chicago: Moody Press, 1986. Pp. 17–34.

### COURSE REQUIREMENTS

<p><b>1. Quizzes [10%] Mid-term [15%], and Final Examination [15%]</b>  <i>[Outcomes 1-8]</i>          Due: Weekly</p>	<p>Eleven quizzes will be given during the semester. These quizzes are designed to test basic comprehension of the readings in secondary texts (excluding articles). In addition, a mid-term and final exam will be administered to test students’ understanding of the materials provided in the lectures.</p>
<p><b>2. Reviews [Halton Review=10% Article Reviews 2x5=10%]</b>  <i>[Outcomes 2-4]</i>          Due: See Course Web Page</p>	<p>A. Write a <b>five</b>-page review of Halton’s <i>Genesis</i> touching on the following elements:</p> <ol style="list-style-type: none"> <li>a. the review must contain clear descriptions and summaries of history and historiography from each of the three contributors. That is, a description of what each contributor is arguing in his chapter. Summarize each viewpoint.</li> <li>b. the review must contain a clear description of how each contributor appeals to or makes use of the so-called source theory of the Pentateuch.</li> <li>c. at the end of the review, the student must state which position he or she found most persuasive <b>and why</b>.</li> </ol> <p>B. Write a <b>three</b>-page review of each of the following articles, summarizing the author’s argument and highlighting new insights you have gained: Waltke and Long.</p> <p>Reviews need to be written according to the following guidelines:</p> <ol style="list-style-type: none"> <li>(1) Seminary Guidelines and SBL Style (<a href="http://www.ps.edu/library/resources/guidelines-for-course-papers/">http://www.ps.edu/library/resources/guidelines-for-course-papers/</a>)</li> <li>(2) Each of these reviews will need to summarize the ideas sufficiently and interact with the viewpoints critically. <b>These reviews are not devotional or personal reflections.</b> The student must critically interact with the ideas and arguments in the texts.</li> </ol>
<p><b>3. Short Answer [3x5=15%]</b>  <i>[Outcomes 2, 4, &amp; 7]</i>          Due: See Course Web Page</p>	<p>After you have read the contemporary texts answer the following questions:</p> <p>“Enuma Elish” (<i>ANET</i>, 60-72)</p> <ol style="list-style-type: none"> <li>(1) What is the theme of Enuma Elish? ... of Genesis 1:1-2:4?</li> <li>(2) Compare and contrast the moral and theological tones of the Babylonian and biblical accounts of creation.</li> </ol>

	<p>(3) What is the role of humanity in the new world, according to the Babylonian account? ...according to the biblical account?</p> <p>(4) List in order the stages in the creation of the universe as described in EE tablet IV:128-V:66 (see Supplement in ANET on page {501-502} for the rest of the lines on tablet V). Alongside these stages list the corresponding sequence from the biblical account.</p> <p>(5) Propose an explanation for the relationship between the Babylonian and biblical accounts of creation.</p> <p>“Atra-hasis” and “Gilgamesh” Epics (<i>ANET</i>, 104–06; 93–95 [up to ln. 107])</p> <p>(1) What is the theme of the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?</p> <p>(2) What is the cause of the flood in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?</p> <p>(3) What is the response of the hero after his deliverance in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?</p> <p>(4) How would you characterize the hero in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?</p> <p>(5) Propose an explanation for the relationship between the Atra-hasis and Gilgamesh Epics and the Genesis flood story.</p> <p>Canon Lists: “Josephus,” “Cyril,” “Athanasius,” “Jerome,” and “Augustine” (<i>BCLEC</i>, 58–64; 111–116; 119–126; 198–211; 226–229)</p> <p>(1) Based on your reading of these texts, what is a ‘canon list’? Cite evidence for your answer.</p> <p>(2) How do the various sources number the books of the Old Testament? How do each arrive at their respective numberings? Which are similar to one another? Which are different?</p> <p>(3) Compare and contrast the book contents of each list. Which books appear in all lists? Which books appear only in some? How are the so-called ‘Apocryphal’ books listed and categorized by each author?</p> <p>(4) How are the “history,” “wisdom/poetic,” and “prophetic” books listed and presented in these sources? What are they called? Cite evidence.</p> <p>(5) Based on these canon lists, provide a brief explanation for how the Protestant and Roman Catholic Old Testaments were formed (see Intro to <i>BCLEC</i> for tables comparing these canons). Cite evidence for your answer.</p>
<p><b>4. Short Paper [2x7.5=15%]</b>  <i>[Outcomes 2, 4, &amp; 7]</i>  Due: See Course Web Page</p>	<p>Prepare two five-page papers, one on ANE Treaties and the other an exegetical paper on Deuteronomy 32:28–33.</p>

	<p>1. “Treaty Between Suppiluliuma I of Hatti and Shattiwaza of Mattani” (Beckman, 42–48).  “Treaty Between Mursili II of Hatti and Tuppi-Teshshup of Amurru,” (Beckman, 59–64).  “Treaty Between Muwattalli II of Hatti and Alaksandu of Wilusa” (Beckman, 87–93).  “The Vassal-Treaties of Esarhaddon” (<i>ANET</i>, 534–541).</p> <p>(1) Produce a broad outline of the Hittite Treaties. (<b>Hint:</b> Use the section headers in Beckman as a guide).  (2) Produce a broad outline of the Neo-Assyrian Treaty. (<b>Hint:</b> Use the familiar headings in Beckman to locate the present section breaks in this treaty).  (3) Produce a broad outline of the book of Deuteronomy. (<b>Hint:</b> Use the section breaks in the above to help isolate the treaty/covenant sections in Deuteronomy). (<b>ANOTHER HINT:</b> These outlines can fit on one page in a five columned table so that one can see the literary structure of each in relation to the others. This is page one of your paper. The next four pages describe these documents in a comparison and contrastive presentation).  (4) Compare and contrast the form (i.e. the literary structure) and points of content (literary and theological) of Deuteronomy with that of the Hittite Treaties and Neo-Assyrian treaty. <b>DO NOT CONSULT ANY SECONDARY SOURCES.</b></p> <p>2. Exegetical Paper on Deut 32:28–33</p> <p>See course web page for instructions for this paper.</p>
<p><b>5. Discussion Questions</b>  <b>[10%]</b>  <i>[Outcomes 1 - 4]</i>  Due: See Course Web Page</p>	<p>Discussion Questions (DQs) will be based on the assignments above. Students must post a one paragraph summary and one paragraph practical ministry application of the assignment by Thursday of that week at 11:55pm. Respond to at least one other student by Sunday at 11:55pm. There is no length requirement for responses to other students. Responses that promote or carry on discussion are best. Grading will be based on the Discussion Question Grading Rubric. A helpful way in which to answer the DQ’s is to first type the response into Microsoft Word document, proofread, save, and then copy into the course web page.</p>

## GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100-97	4.0	
A	96.99-93	4.0	Excellent; superior achievement.
A-	92.99-90	3.7	
B+	89.99-87	3.3	
B	86.99-83	3.0	Good; commendable achievement.
B-	82.99-80	2.7	
C+	79.99-77	2.3	
C	76.99-73	2.0	Satisfactory; acceptable achievement.
C-	72.99-70	1.7	
D+	69.99-67	1.3	
D	66.99-63	1.0	Poor; marginal achievement.
D-	62.99-60	0.7	
F	59.99-0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.
S	N/A	N/A	Sufficient achievement of course objectives. Not computed in GPA.
U	N/A	N/A	Insufficient achievement of course objectives. Not computed in GPA.
EX	N/A	N/A	Extension. A formally approved petition for course extension.
NR	N/A	N/A	Not Received. Instructor has not yet submitted grade.
WP	N/A	N/A	Withdrew from class while passing. Not computed in GPA.
WF	N/A	0.0	Withdrew from class while failing. Computed in GPA until retake.

### SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Academic Catalog or Student Handbook will apply, unless otherwise indicated in this syllabus.

### Course Evaluations

Each student is required to complete an anonymous course evaluation on this course's page at <http://ps.mrooms.net>. All course evaluation results are reported anonymously: professors have no way of linking a particular student to a particular evaluation. This anonymous information will be

processed and distributed to professors in summary form and used to strengthen their teaching methods and courses.

## **COURSE DETAILS**

### **On-Line Course Materials**

Lectures, handouts and other course materials will be posted to <http://ps.mrooms.net>. Please note that after the course is over the student will not have access to course material on the website.

### **Participation**

Students are expected to actively participate in the online learning environment. This may include logging on multiple times per week to view material, complete quizzes or exams, and to post responses to discussion questions.

### **Online Course Weeks**

An online course “Week” corresponds to a 7-day week and runs **Monday – Sunday**. The course is based on **Phoenix, Arizona Time**. If you are in a different time zone, you are responsible for calculating the time difference and scheduling appropriately. There may be exceptions so pay close attention to the course web page for specifics.

### **Late Posts, Etc.**

Because dependability and industry are virtues of Christian character, the faculty encourages students to be faithful and timely in the completion of all course assignments. Due to the interactive nature of discussion posts in online education, discussion posts cannot be made up. Failure to take quizzes, exams, or submit papers when they are due will result in a penalty and generally cannot be made up more than one week from their due date. Contact the instructor in cases of emergency that may warrant an extension. Procrastination is not an emergency.