

BL511 OLD TESTAMENT 1: GENESIS TO ESTHER

FALL 2022 – PHOENIX SEMINARY



PROFESSOR

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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*. 3rd ed. Grand Rapids: Zondervan, 2009.

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

B. ARTICLES / CONTEMPORARY SOURCES (ON RESERVE IN THE LIBRARY)

Beckman, Gary. *Hittite Diplomatic Texts*. 2nd 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*. 3rd 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>1. Quizzes [10%] Mid-term [20%], and Final Examination [20%] [Outcomes 1-8]</p> | <p>Eleven quizzes will be given during the semester at the beginning of class meetings (see schedule). 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>2. Reviews [Halton Review=10% Article Reviews 2x5=10%] [Outcomes 2-4]</p> | <p>A. Write a five-page review of Halton’s <i>Genesis</i> touching on the following elements:</p> <ul style="list-style-type: none"> 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. 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. c. at the end of the review, the student must state which position he or she found most persuasive and why. <p>B. Write a three-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> <p>(1) Seminary Guidelines and SBL Style (http://www.ps.edu/library/resources/guidelines-for-course-papers/)</p> <p>(2) Each of these reviews will need to summarize the ideas sufficiently and interact with the viewpoints critically. These reviews are not devotional or personal reflections. The student must critically interact with the ideas and arguments in the texts.</p> |
| <p>3. Short Answer [3x5=15%] [Outcomes 2, 4, & 7]</p> | <p>After you have read the contemporary texts answer the following questions:</p> <p>“Enuma Elish” (ANET, 60-72)</p> <p>(1) What is the theme of Enuma Elish? ... of Genesis 1:1-2:4?</p> |

- (2) Compare and contrast the moral and theological tones of the Babylonian and biblical accounts of creation.
- (3) What is the role of humanity in the new world, according to the Babylonian account? ...according to the biblical account?
- (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.
- (5) Propose an explanation for the relationship between the Babylonian and biblical accounts of creation.

“Atra-hasis” and “Gilgamesh” Epics (*ANET*, 104–06; 93–95 [up to ln. 107])

- (1) What is the theme of the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?
- (2) What is the cause of the flood in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?
- (3) What is the response of the hero after his deliverance in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?
- (4) How would you characterize the hero in the Atra-hasis Epic? The Gilgamesh Epic? The Genesis flood story?
- (5) Propose an explanation for the relationship between the Atra-hasis and Gilgamesh Epics and the Genesis flood story.

Canon Lists: “Josephus,” “Cyril,” “Athanasius,” “Jerome,” and “Augustine” (*BCLEC*, 58–64; 111–116; 119–126; 198–211; 226–229)

- (1) Based on your reading of these texts, what is a ‘canon list’? Cite evidence for your answer.
- (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?
- (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?
- (4) How are the “history,” “wisdom/poetic,” and “prophetic” books listed and presented in these sources? What are they called? Cite evidence.
- (5) Based on these canon lists, provide a brief explanation for how the Protestant and Roman Catholic Old Testaments were formed (see Intro to *BCLEC* for tables comparing these canons). Cite evidence for your answer.

4. Short Papers

[2x7.5=15%]

[Outcomes 2, 4, & 7]

Prepare two five-page papers, one on ANE Treaties and the other an exegetical paper on Deuteronomy 32:28–33.

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” (*ANET*, 534–541).

(1) Produce a broad outline of the Hittite Treaties. (**Hint:** Use the section headers in Beckman as a guide).

(2) Produce a broad outline of the Neo-Assyrian Treaty. (**Hint:** 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. (**Hint:** Use the section breaks in the above to help isolate the treaty/covenant sections in Deuteronomy). (**ANOTHER HINT:** 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. **DO NOT CONSULT ANY SECONDARY SOURCES.**

2. Exegetical Paper on Deut 32:28–33

See ps.mrooms for instructions for this paper.

GRADING INFORMATION

The percentage ranges are given as guidelines which the instructor has freedom to modify.

| Letter Grade | Percentage | Grade Points | Description |
|--------------|------------|--------------|--|
| A+ | 100-97 | 4.0 | |
| A | 96-93 | 4.0 | Excellent; superior achievement. |
| A- | 92-90 | 3.7 | |
| B+ | 89-87 | 3.3 | |
| B | 86-83 | 3.0 | Good; commendable achievement. |
| B- | 82-80 | 2.7 | |
| C+ | 79-77 | 2.3 | |
| C | 76-73 | 2.0 | Satisfactory; acceptable achievement. |
| C- | 72-70 | 1.7 | |
| D+ | 69-67 | 1.3 | |
| D | 66-63 | 1.0 | Poor; marginal achievement. |
| D- | 62-60 | 0.7 | |
| F | 59-0 | 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 Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Assignment Policies

Reading and writing are essential habits to form while in seminary for the benefit of present and future ministry. Planning for submitting work on time in seminary should help create the habits necessary for ministry. Papers are to be submitted in electronic format on the due date according to the syllabus. Papers should be type-written and proofread carefully before submission. Take the time to read your work out loud to yourself or anyone who will listen to it. Each assignment should include a title page and conform to the style of [Phoenix Seminary Guidelines](#) for papers. **Late submissions will be accepted but marked down a third of a letter grade each day (e.g. A+ > A > A-)** that they are not submitted.

COURSE SCHEDULE

| Class | Lecture Topics | Readings | Written Assignment |
|--------|---|---|-------------------------------|
| Week 1 | Course Overview | | |
| | OT Canon | | |
| | What is the OT? | | |
| Week 2 | OT Text History | KOP* 19–36; HW* 21–30 | Quiz 1 over KOP and HW |
| | How was the OT transmitted? | * <i>Kingdom of Priests</i> *Hill and Walton | Enuma Elish |
| Week 3 | Noahic Covenant: Genesis 6–9 | HW 35–54 | Quiz 2 over HW |
| | Creation Covenant: Genesis 1–3 | Genesis 1–25; HW 57–75 | |
| Week 4 | Abrahamic Covenant: Genesis 12, 15, 17, 22 | Genesis 26–50; KOP 37–72 | Quiz 3 over KOP |
| | | | Atra-hasis, Gilgamesh |
| Week 5 | Abrahamic Covenant: Genesis 12, 15, 17, 22 (part 2) | Exodus 1–40; HW 77–98 | Quiz 4 over HW |
| | Israelite Covenant: Exodus 19–24 | | |
| Week 6 | Israelite Covenant: Exodus 19–24 (part 2) | KOP 73–109; HW 101–123 | Quiz 5 over KOP and HW |
| | | | Review of Waltke |

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| Week 7 | Life in the Covenant: Leviticus and Numbers | Leviticus and Numbers; HW 125–161 | Quiz 6 over HW |
| Week 8 | Addendum to Israelite Covenant: Deuteronomy | Deuteronomy; HW 163– 178 | Quiz 7 over HW |
| | | | ANE Treaties |
| Week 9 | Mid-Term | | |
| | What is History and Historiography? | | |
| Week 10 | Conquest of the Land: Joshua | Joshua; Judges and Ruth; KOP 110–206; HW 217– 54 | Quiz 8 over KOP and HW |
| NO CLASS | | | Canon Lists |
| | Settlement of the Land: Judges and Ruth | | |
| Week 11 | Settlement of the Land: Judges and Ruth (part 2) | 1 Samuel; KOP 207–301; HW 257–76 | Quiz 9 over KOP and HW |
| | | | Long Review |
| | Davidic Covenant: 1 and 2 Samuel | | |
| Week 12 | Davidic Covenant: 1 and 2 Samuel (part 2) | 2 Samuel; KOP 302–71 | Exegetical Paper on Deut 32:28–33 |
| Week 13 | Divided Kingdom and Exile: 1 and 2 Kings | 1–2 Kings; HW 279–306; KOP 372–480 | Quiz 10 over KOP and HW |
| 11/17 | Reading Days – no class | | |
| 11/24 | Thanksgiving Break – no class | | |
| Week 14 | 1 and 2 Chronicles | 1–2 Chronicles; Ezra, Nehemiah, Esther; KOP 481–527; HW 309–55 | Quiz 11 over KOP and HW |
| | | | Review of Halton, <i>Genesis</i> , due. |
| | Return from Exile: Ezra, | | |

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| | Nehemiah, Esther | | |
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| Week 15 | Final Exam | | |