

BI-101 OL
Introduction to Hebrew Bible I
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Mission Statement: The mission of Wesley Theological Seminary is to equip persons for Christian ministry and leadership in the church and the world, to advance theological scholarship, and to model a prophetic voice in the public square.

Course Description: Origins, critical methods, outstanding theological ideas of Hebrew Bible texts. Part 1 of a two-semester survey of Hebrew Scriptures, with an exegetical component. Both semesters are required to fulfill the Hebrew Bible requirement in the Masters degree programs. 3 credit hours. Two sections offered every Fall semester. (from the Catalog)

****This course will be taught almost entirely online (OL) in an asynchronous format- meaning you will not be required to be OL at the same time except for 1 **required** and 3 **optional** Zoom chats.**

****I will structure the class by posting Weekly Learning Modules. Each Module will include Kaltura videos produced by me for you to view each week, as well as required readings and a Discussion Board question or two with initial posts and responses to classmates relating to the videos and assigned materials. These posts will be made with Kaltura Video Express Capture to approximate face-to-face exchange.**

****You will need a video camera and mic to use Kaltura. Hopefully that equipment is already part of your computer or laptop.**

COVID Protocols:

The Seminary approved the Safe Return Policy on June 28, which requires all persons 12 and older to be vaccinated in order to be on campus. We ask persons to maintain social distancing. Currently masks are required for all persons indoors except the person(s) teaching, leading or singing per DC guidelines. If at any time you do not feel well and suspect that you have been exposed self-isolated, get tested and inform your instructor. For more information on the Seminary's COVID protocols see the Safe Return Policy:
<https://www.wesleyseminary.edu/wp-content/uploads/2021/07/Safe-Return-to-Campus-Packet-revised-6.28.21-FINAL.pdf>

Student Learning Outcomes: Upon completion of this course, each student will be able to (as co-learners with the professor in an on-going process):

- reconstruct the emergence of the literature of the Hebrew Bible and Judaism out of the life and history of ancient Israel within the context of the ancient Near East
- acknowledge, articulate, and evaluate the questions and perspectives of people from diverse racial, cultural, gender, and economic contexts as they/we encounter texts in the Hebrew Bible
- evaluate the ideological nature of both the theological witnesses within the Hebrew Bible and contemporary appropriation of those witnesses
- identify and evaluate one's own interpretive stance as one explores the multi-valence of biblical texts
- dialog with the biblical text by using a variety of exegetical methods and communicate the fruits of that dialog with others
- articulate the ways in which biblical texts can reinforce or challenge systemic racism
- suggest ways in which the Hebrew Bible can inform Christian faith and practice, i.e. serve as a resource for the life of the church

Disability: If you have a physical, psychological, or learning disability and might require accommodations in this course, please contact immediately the Associate Dean for Community Life regarding Wesley's policies and procedures for documenting and accommodating disabilities, x8614 or wsinkfield@wesleyseminary.edu

Plagiarism: Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The Faculty regards the following as forms of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing and presenting as one's own (i.e. without proper attribution) the composition or ideas of another (whether from books, a friend, or the Internet), including essay answers from previous years

Requirements/Meeting Course Objectives:

- The reading of and reflection upon major portions of the Hebrew Bible (HB)
- Regular OL attendance. Late submission of an assignment without prior approval will result in a reduction of your grade for that assignment
- The reading of assignments in secondary sources
- One (1) map quiz, 5% of your grade

- Discussion Board posts, 50% of your grade
- Exegetical assignments
 - Steps 1 and 2, 10%
 - Steps 3 and 4, 10%
 - Final exegetical paper on Josh 2 with all 5 steps of the Road Map, 10%
- Final Essay, 15%

Questions and instructions for all assignments will be posted on Blackboard (BB) in the appropriate Weekly Module. **Please note: if there is a discrepancy, do the assignments listed in the Weekly Modules rather than assignments listed in the Syllabus.**

Please submit your work on Blackboard (not to my email address) and I will grade it electronically. I will accept only ***.docx, *.doc, or *.rtf** files.

Please make sure you have submitted the correct version of the assignment. I allow 2 submissions per post, so if you submit an earlier draft, you can submit the preferred one without worrying about your earlier submission. I read the latest one that is posted.

How Assignments meet Student Learning Objectives:

	Discussion Board Videos	Map Quiz	RoadMap Exegesis	Discussion Board Written Posts	Final Essay
Reconstruct emergence of HB out of ANE context	X	X	X	x	X
Identify and evaluate diverse perspectives on biblical texts (including classmates)	X		X	X	X
Evaluate ideological nature of HB texts and our interpretation of them	X		X	X	X
Identify/evaluate one's own interpretive stance	X		X	X	X

Dialog with HB texts using a variety of exegetical methods	X		X	X	
Suggest ways HB can inform Christian faith and practice (#s 1,3,4,5)	X		X		X
articulate the ways in which biblical texts can reinforce or challenge systemic racism	X		X	X	

Policies/Expectations:

- students are expected to learn how to navigate in Blackboard
- students are expected to address technical problems immediately
- students are expected to keep abreast of course announcements
- **students are expected to use their Wesley Seminary email as opposed to a personal email address**
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- students are expected to observe course netiquette at all times

This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Grading:

Wesley uses a 100 point grading scale, which corresponds to the following letter grades:

- 93-100 = A (excellent)
- 90-92 = A- (very good)
- 88-89 = B+ (very good)
- 83-87 = B (good)
- 80-82 = B- (good)
- 78-79 = C+ (adequate)
- 73-77 = C (adequate)

70-72 = C- (substandard)
Below 70 = F (unacceptable)

N.B. Any assignment turned in late without prior permission will lose points for each day it is late.

Viewing grades and comments on Assignments

Grades and comments on assignments will be on Blackboard and can be accessed by clicking My Grades in the course menu. Final grades can be seen only on Wesley Web.

If you demonstrate a need to improve the organization and clarity of your writing, I will send your name to the Associate Dean who will direct you to the **Wesley Writing Center** so that you may strengthen your writing ability. Please know that you don't need to be referred to the Center but may use the Center whenever you feel the need to improve your writing.

SafeAssign

You will submit all of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content.

SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report will be submitted directly to the instructor, and you will be able to see it as well. This will allow students the opportunity to make adjustments and ensure that all source material has been properly cited for a second submission. You are allowed a maximum of two submissions on Blackboard before the stated deadline to allow for adjustments.

Recommended Web Sites:

bibleodyssey.org—the latest historical and literary research on the people, places, and passages of the Bible by scholars from the Society of Biblical Literature. I have an entry on Judith (in the Apocrypha).

www.textweek.com — ecumenical resources for study, liturgy, and reflection, including art index, movie connections and reviews. Web Mistress: Jenee Woodward, UMC, graduate of St. Paul School of Theology.

www.usccb.org — extensive scholarly footnotes. U.S. Conference of Catholic Bishops. NAB translation.

www.EnterTheBible.org -- A free, comprehensive, and trustworthy resource written by Luther Seminary faculty.

Technical Support

Students must attempt to solve technical problems and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

- Blackboard Training Materials
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at edtech@wesleyseminary.edu

If you have lost your password, or have a problem that not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at (703) 961-1840.

Other Resources

- Information on how to access the library databases from off campus can be found here:
<http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395>

The link below provides two ways to log into Blackboard. Often when Solutionworx has scheduled (or unscheduled) maintenance Blackboard is still accessible through option 2 in the instructions.

<https://www.wesleyseminary.edu/wp-content/uploads/2016/06/Logging-into-Blackboard.pdf>

Course Textbooks: (required; these will also be used for Introduction to Hebrew Bible II in the spring):

Brueggemann, W. *The Prophetic Imagination*, 40th Anniversary ed., (Minn: Fortress, 2018).

Coogan, Michael and Cynthia Chapman. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, 4th ed., (Oxford University Press, 2017).

Horsley, Richard. *Covenant Economics* (Westminster John Knox, 2009).

Tiffany, Frederick and Sharon Ringe, *Biblical Interpretation: A Road Map* (Abingdon, 1996).

Women's Bible Commentary, 3rd ed. Carol Newsom, Sharon Ringe, and Jacqueline Lapsley, eds. (Westminster John Knox, 2012).

A good study Bible (meaning a Bible with explanatory notes and introductions to each biblical book): I recommend *The New Oxford Annotated Bible with Apocrypha* or *The Harper Collins Study Bible* [both NRSV]. Check with me for other acceptable translations.

Please build your collection of Bible resources for use in your ministry. The *Global Bible Commentary*, the *International Bible Commentary*, *True to Our Native Land: An African American New Testament Commentary*, *Womanist Interpretations of the Bible*, *Womanist Midrash*, *The Africana Bible* and the *Discipleship Study Bible* would be good places to start (after you have purchased the required and recommended texts for this course). The *Oxford History of the Biblical World* and *Life in Biblical Israel* are treasures, but expensive.

The computer program *Logos* would be a plus.

Office Hours:

Because of Covid-19, neither I nor Jean will be meeting with anyone on campus. Please email me (rather than leave a message on my office phone) to make an appointment for either a phone call or Zoom meeting. I will respond within 24-36 hours.

I will not use your individual personal email addresses for communication. I will only use your Wesley email address, which you can set up to transfer automatically to your private email.

Inclusive Language Policy:

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. For example, please avoid the use of 'man' and instead speak of 'humanity' or 'humankind' to be inclusive. How you refer to God in gender terms is up to you.

Weather Policy:

OL classes will continue whatever the weather, even if Seminary offices are closed.

Course Outline:

- I will post Kaltura videos for each class. They will remain up all semester for your use.
- Each Weekly Module contains the latest and most accurate course information, due dates, etc. It supersedes the syllabus.
- I will open each Module on Sunday at 3 p.m. for those of you who want to get a head start on the week's work.
- **An * indicates articles posted on Blackboard under Course Resources.**
- Consult Blackboard at least every other day for announcements and updates.

Weekly Module 1: Begins Monday, August 30

Introduction. 'The Word of the Lord'. Hebrew Bible vs.

'Old' Testament. Canon. Geography and Archaeology of Israel.

Read:

Coogan, chaps 1, 2, 4
Horsley, Introduction, 1-32

View:

- Introduction to the Course Module under Weekly Modules, including the brief tutorial for Bible Odyssey.com
- Video: Introduction to Hebrew Bible
- Power point slides: Canon, Archaeology, Geography and Climate

Post:

Timed Map quiz, due Sat., Sept. 4 by 11:59 p.m.

Weekly Module 2: Begins Tuesday, September 7 (Labor Day Sept. 6)
In the Beginning: Creation. Myth. Science.

Read:

Genesis 1
Coogan, chap 3, pp 29-36 (the section on Gen 1 only)
Tiffany & Ringe, 11-24

View: 2 Kaltura videos, 2 sets of power point slides, 1
YouTube Video, links under Gen 1 and Science
Hopkins Zoom interview video with Dr. Pobner

Post: DB [Discussion Board] Question

Take: The Gallup Poll survey (3 questions)

*** Rosh Hashanah, the Jewish New Year, begins sunset, Mon. Sept. 6.
<https://www.myjewishlearning.com/category/celebrate/rosh-hashanah/>

Weekly Module 3: Begins Monday, September 13
In the Garden: Gen 2-3
Road Map (RM), Steps 1 and 2

Read:

Gen 2-3
Coogan, chap 3, 36-44 (the section on Gen 2-3 only)
* Tribble, "Eve and Adam: Gen. 2-3 Reread"
WBC, 27-32 [WBC refers to *Women's Bible Commentary*]
Tiffany and Ringe, 24-66 (**Read BEFORE the Zoom Class**)

View:

2 sets of PowerPoint slides: Exegesis, Road Map (RM)
(View BEFORE the Zoom class)
2 videos: The Second Creation Story, Part 1, Part 2

Post: DB question

Begin work: begin looking at Joshua 2, which is the text assigned for your exegesis paper this semester. In 2 weeks, you will post your work on Steps 1 and 2 of the RM for Josh 2.

Optional ZOOM class on Monday Sept. 13 from 7-9 p.m. to discuss the RM

***Yom Kippur, the Jewish Day of Atonement, begins, Sept. 15 at sunset and ends Sept. 16 at sundown.

<https://www.jewfaq.org/holiday4.htm>

Weekly Module 4: Begins Monday, September 20
Beyond the Garden: Primeval History. Genesis 4-11
Read:

Gen 4-11
Coogan, chap.5
WBC, 32

View: 3 Kaltura videos
1 set of PowerPoint slides on Gen 9 and Racism

Post: DB question

For next class:

Work on **RM, Steps 1 and 2** for Joshua 2. Due Wed., Sept 29 by 11:59 p.m. on BB

Weekly Module 5: Begins Monday, September 27
Assignment Due Sept 29: (Road Map, steps 1 and 2)
Matriarchs and Patriarchs: Abraham, Sarah, and Hagar:

Read:

Genesis 12-24
Coogan, chap. 6 (up to the Joseph narrative)
* Wilda Gafney, Introduction; Hagar
*Elsa Tamez, "The Woman Who Complicated the History of Salvation"
*Renita Weems, "A Mistress, a Maid and No Mercy" in *Just a Sister Away* (OPTIONAL)

View: 2 videos, PowerPoint slides

Post: DB Question

Weekly Module 6: Begins Monday, October 4
More Matriarchs and Patriarchs: Jacob and Esau; Joseph

Read:

Genesis 36-50

Coogan, chap 6 (from Joseph narrative to end)

*Waskow, "In the Dark: Joseph and His Brothers"

View: 3 videos

Post: DB Question

Reading Week: October 11-16. **No Module**

Weekly Module 7: Begins Oct 18

Required Zoom class, Monday, Oct 18, 7-9 p.m. (this will be recorded)

Road Map, Steps #3 and #4

Library Research Tools

Read:

Tiffany & Ringe, 67-110

Post: DB question

Weekly Module 8: Begins October 25

Exodus: Moses, the Plagues, Victory at the Sea

In the Wilderness: Complaint and Provision

Read:

Exodus 1-15; Num. 11-30

Coogan, chaps 7, 11, 12

Brueggemann (*Prophetic Imagination*), preface, chaps. 1, 2

WBC, 56-69, 88-102

View: 4 videos (3 on Exodus, 1 on Numbers)

Post: DB Question

Weekly Module 9: Begins November 1

At Sinai: Torah and Covenant

Read:

Exodus 16-40; Lev 17-26; Deut 5-15

Coogan, chaps. 8,9,10
Horsley, 33-50

View: 2 videos

Post: DB Question
Road Map, Steps 3 and 4, due Sun., Nov 7
Under Assignments

Weekly Module 10: Begins November 8

The Emergence of Israel in Canaan: Divine Violence?
Road Map: Step 5

Read:

Joshua 1-12, 24; Judges 1
Coogan, chap 13
*Robert Warrior, "A Native American Perspective:
Canaanites, Cowboys, and Indians"
*Mark Twain, "The War Prayer"
Tiffany and Ringe, 111-125
WBC, 103-112

View: 1 video, 1 set of PowerPoint Slides

Post: DB Question

Weekly Module 11: Begins November 15

Judges; the Rise of the Monarchy: Samuel, Saul
Segmentary Society, Chiefdom.

Read:

Judges 3-9; 11-21; 1 Samuel 1-16
Coogan, chaps 14-15
WBC, 113-141

View: 2 videos

Post: DB Question

For Next Class:

Work on Final Exegesis Paper, due Nov. 29

Optional Zoom meeting, Monday, Nov 15, 7-9 p.m.

**Fall Break: November 22-27. No Module, but exegesis paper due
Mon., Nov. 29**

Weekly Module 12: Begins November 29

Monarchy: David, Royal Covenant Theology

Read:

Sam 17-31; 2 Sam 1-7; Ps 132
Coogan, pp 227-245
Horsley, 51-63

View: 1 video

Post: No DB Question

Final exegesis paper due under Assignments by Mon.,
Nov 29, 11:59 p.m.

A final essay will cover both Modules 12 and 13 and will be
due during Exam Week.

*** Channukah runs from Sun., Nov. 28 through Mon., Dec., 6
<https://www.myjewishlearning.com/article/hanukkah-101/>

Weekly Module 13: Begins December 6

The Succession Narrative; Solomon

Read:

2 Sam 8-24; 1 Kings 1-11; Ps 89
Coogan, pp 245-258; chap 17
Brueggemann, *Prophetic Imagination*, 21-37

View: 2 videos

Post: No DB Question
Final Essay

December 13-18: Exam Week

Final Essay Due Fri., Dec. 17 by 11:59 p.m.

**See Module 13 for the Final Essay Question

***Kwanzaa begins on Sun., Dec. 26 and ends on Sat., January 1
<http://www.officialkwanzaawebsite.org/>

*******Extensions** must be requested **before** December 13 when Exam Week begins. Extension forms are available online under Registrar's Office on the Wesley website. Please fill out the form (with the due date we have agreed upon) and email it to me. I will sign the form electronically and email it to the Dean's Office for approval.

Extensions will **only** be granted for genuine emergencies, not for poor time management.

Grades are due Jan.3. Please do not ask me for your grade before that date, unless you have a scholarship or conference deadline.

Assignment: Gen 1 and Science: Creationism and Evolution

Please click on this link and read "Science, Religion, Evolution and Creationism: Primer" from the Smithsonian Museum of Natural History: <https://humanorigins.si.edu/about/broader-social-impacts-committee/science-religion-evolution-and-creationism-primer>

Here is the link to the virtual self-guided tour of the Hall of Human Origins at the National Museum of Natural History. If you go here https://naturalhistory2.si.edu/vt3/NMNH/z_tour-022.html make sure you are on the first floor (click "first" in the top right corner), the pink colored inverted V shaped area on the upper left of the map with the handprint icon is the Hall of Human Origins. Each little grey dot brings you to a 360 view from that spot, and you can zoom in and out, and click on the arrows on the ground to move to another spot.

There are three narrated virtual tour stops (highlights, basically) of the Hall of Human Origins on this page: <https://naturalhistory.si.edu/visit/virtual-tour/narrated-virtual-tours> by Dr. Briana Pobiner.

OPTIONAL:

Biologos.com is an organization founded by Dr. Francis Collins of NIH that promotes the integration or harmony of religion and science. Here are some very short videos (3 min) for you to view:

What is Biologos? <https://biologos.org/resources/what-is-biologos>

How Evolution Works, Part 1: <https://biologos.org/resources/how-evolution-works-part-1>

How Evolution Works, Part 2: <https://biologos.org/resources/how-evolution-works-part-2>

How a misinterpretation of evolution has been used to support racism and to view Blacks as less than human: See the Jim Crow Museum of Racial Memorabilia. Here's the link for a virtual tour: <https://my.matterport.com/show/?m=X9ou6MvycZU>

For more in-depth reading:

How I Changed My Mind About Evolution: Evangelicals Reflect on Faith and Science (BioLogos Books on Science and Christianity) <https://www.amazon.com/How-Changed-Mind-About-Evolution/dp/0830852905>

The Missing Link: An Inquiry Approach for Teaching All Students About Evolution <https://www.amazon.com/Missing-Link-Approach-Teaching-Evolution/dp/0325017492/>

The Evolution Dialogues: Science, Christianity, and the Quest for Understanding <https://www.amazon.com/Evolution-Dialogues-Catherine-Baker/dp/0871687097/>

Science, Evolution, and Creationism (this is also downloadable as a free pdf) <https://www.nap.edu/catalog/11876/science-evolution-and-creationism>

Assignment: Gen 1 - Creation, Evolution 2

This post has 2 parts:

1. After viewing the video, powerpoint slides, assigned articles, and interview with Dr. Briana Pobiner, please take the American Association for the Advancement of Science post-module survey by clicking on the link below (yes, it is the same as the pre-Module survey. AAAS wants to measure what changed for you):

<https://www.surveymonkey.com/r/Sci4SemPostCourseSurvey>

2. After viewing my video, powerpoint slides, assigned articles, and interview with Dr. Briana Pobiner, answer this question on Discussion Board (DB):

Where do you place yourself on the spectrum of relating science and religion, that is, do you believe they contradict one another, they are separate from one another, they can be in dialog with one another, or they must be harmonized with one another? What did you learn that was new for you from the assigned videos and readings? What will you teach differently about Gen 1 now that you have had this Module? Why?

400 words maximum, 12 font Verdana. Due by Sat., Sept. 11 at 11:59 a.m. Response to 1 classmate, 200 words maximum, due Sunday, Sept. 12 by 5 p.m. on Discussion Board (DB). It is not enough simply to agree with what your classmate said. Extend the discussion by asking a question, challenging, or adding to what s/he said. **Please identify by name the person to whom you are responding.**

Please do not respond with an attachment. Do not compose on DB; you may time out and lose what you have written. Instead, compose a Word document and cut and paste into DB under Message.

To Post: click on Assignment above and it will take you directly to the DB posting site.