SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT PROGRAM

<<REQUIRED:https://www.slu.edu/registrar/calendars/1818-calendar.php>> (We recommend you also post this link to your classroom management site)

THEO 2110 Introduction to the Old Testament/Hebrew Bible
3 credits

<<High School Name>>
<<High School Course Name and Number>>

Course Syllabus

Semester: <<TERM and YEAR>>

Instructor: <<Instructor Name>>

Contact Information: <<Office Address>>
<<E-mail Address>>
<<Phone>>
<<Availability/Office Hours>>

Textbook(s)/Resources:
<<<<**REQUIRED**. insert here>>

Course Description:
THEO 2110 Introduction to the Old Testament/Hebrew Bible
3 Credits
This course explores the various texts of the Old Testament /Hebrew Bible, with attention to their historical and socio-cultural settings, theological ideas, literary genres and key features. We will examine different critical approaches to interpreting biblical texts. In doing so, we will strive to understand ancient Israelite religious perspectives while also relating the Old Testament / Hebrew Bible to contemporary thought, thereby highlighting its permanent significance. This course fits both the Ways of Thinking: Aesthetics, History and Culture component and the Cura Personalis 2: Self in Contemplation component of the SLU Core.
Prerequisite(s): THEO 1600
Attributes: Core:Ways of Thinking: Aesthetics, History and Culture, Core:Cura Personalis 2: Self in Contemplation

Additional Description
<<**OPTIONAL**. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

Students will be able to:

1. Acquire knowledge of the content of the Hebrew Bible/ Old Testament, including its socio-cultural milieu and historical background, key concepts, critical issues and central themes.
2. Gain familiarity with recent scholarship, exegetical traditions and diverse methods of interpreting biblical texts (such as literary, theological, feminist, historical, and ecological approaches). Learn to interpret texts and evaluate critical ideas independently. Articulate your own stances through assignments and active engagement in class discussions and group work.
3. Explore the meaning(s) of biblical texts innovatively, including their contemporary relevance.
4. Reflect on biblical values, themes and ethics, and relate them to one's own personal journey.

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:
<<**OPTIONAL:** insert any high school, district, state or instructor developed outcomes here>>

Attendance Policy:
<<**REQUIRED**: Please list the attendance policy for the class, the policy on late/missing exams and work, in addition to penalties on missed classes and/or tardiness. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:
<<**insert here** (i.e. Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

SLU Grading Information/Scale:
<<**REQUIRED**: Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grading is at the discretion of the 1818 instructor, who will be guided by the course description, shared learning outcomes, and shared assessment as well as professional experience and collaboration. Use of the LLC grading scale is required for your syllabus, and the instructor must outline how grades are determined at the end of the course in accordance with the provost's required syllabus components: https://www.slu.edu/provost/policies/academic-and-course/policy_course-syllabus_12-12-18.pdf. Grades are assigned to the SLU transcript as follows: >>

Grade	Grade Points	Interpretation

A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

The following grading scale applies for this LLC course:

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
B (3.0)	83-86	Above average achievement
B- (2.7)	80-82	Approaching above average achievement
C+ (2.3)	77-79	Slightly higher than average achievement
C (2.0)	73-76	Average achievement
C- (1.7)	70-72	Below average achievement
D (1.0)	65-69	Inferior, but passing achievement
F (0)	<64	Course failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades, and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<Please insert here a listing of each of the major units and assignments.>>

THEO 2210 Required Core Assignments
<<REQUIRED. These assignments are required components of the course. Please see the appendix in this document for the first required assignment.>>

1. In 3 separate sessions throughout the semester, students will read and discuss relevant passages from the Bible, followed by a brief talk and guided reflection. These sessions are respectively "Journeys", "Resilience", and "Wilderness". Students will then be given prompts for small group discussions. Students will do further reflection after class by watching a video or reading an article drawn from resources on the Ignatian tradition, and will write a journal response. The journal will be assessed for completion rather than for academic content. The prompts for each reflection can be found in the appendix below.

2. Students will demonstrate their ability to analyze primary sources through two essay assignments. These assignments involve analyzing and interpreting biblical texts, referring to scholarly perspectives to support their arguments, and drawing reasoned conclusions. **Example 1**: Students interpret the writings of pre-exilic prophets like Amos and Micah in view of the social injustices and economic disparities of the 8th century BCE context in ancient Israel. **Example 2:** In studying the Genesis creation stories, students read excerpts of ecological biblical criticism (including from Pope Francis' *Laudato Si*) and then write a reading response articulating their own ecological perspective. **Example 3:** Students compare biblical texts to other Ancient Near Eastern concepts and documents such as the biblical notion of covenant with ANE suzerainty treaties, and biblical myths with ancient Babylonian myths like *Gilgamesh* or *Enuma Elish*. Students then make inferences about the relationship between these texts.

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf. Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: Academic Honesty : SLU

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php.

<<END OF SYLLABUS TEMPLATE>>

Appendix

REFLECTION 1: JOURNEYS

BIBLICAL REFLECTION

· Please do the assigned Bible readings for the week.
· How would you characterize the journeys of the patriarchs and matriarchs in Genesis?
- How did they recognize their "vocation"/ the direction in which God was leading them?
- What struggles and challenges did they face in their journeys?
- What mistakes did they make?
- What helped them to change directions when they went off course, and to realign themselves with their divine calling?

PERSONAL REFLECTION:

· How would you describe the journey of your life so far?
· What significant experiences / challenges have you faced?
· Reflect on what you have learned from these experiences:
a) Did your values or beliefs change as a result? Were they reinforced?
b) Describe skill(s) that you developed which you think will be beneficial in future experiences.
c) If the experience was with others, what did you learn from those relationships?
· Where are you now in your life's journey?
· How has your SLU education and your encounters with peers / mentors shaped you to be who are you today?

DISCERNMENT:

· What are your aspirations for your future?
· Do you have a definite sense of your vocation / career or are you exploring options?
· Can you identify possible paths forward?
· What decisions do you face in the days ahead as you prepare for your future?
· How do you make those decisions?
· Watch the video on Canvas on Ignatian discernment
https://www.jesuits.org/spirituality/deciding-like-a-jesuit/
· Did you find the suggestions useful / applicable to you?
· What is the next step you will take towards reaching your future goals?

REFLECTION 2: RESILIENCE

BIBLICAL REFLECTION:

· Please do the assigned Bible readings for the week.
· What traumatic situations did these characters endure?
· How did the characters demonstrate resilience?
· Which attributes (individual/ family/ social and communal) made it possible for them to be resilient?

PERSONAL REFLECTION:

· Based on class materials/discussions, how do you understand resilience?
· What are some of the stressors or difficulties in your life as a college student?

· Which resilient strategies and attributes help in dealing with these situations?
· How can you build up your resilience?
· Which resources would you need in this process? How might you obtain them?
CULTIVIATING RESILIENCE:
· Read the article: https://www.berkeleywellbeing.com/resiliency-what-is-resiliency.html
· Do some of these suggestions resonate with you?
· Which ones might you find relevant to apply to your own life?
· Can you think of others not mentioned in the article?
· How might you share strategies for wellness and resilience with a friend?

REFLECTION 3: WILDERNESS
BIBLICAL REFLECTION:
· Please do the assigned Bible readings for the week,
· What is a wilderness journey as presented in the book of the Numbers?
· How do the Israelites experience the wilderness?
· What can we learn from their experiences – both positive and negative lessons?
PERSONAL REFLECTION:
· How do you understand the wilderness? Is it necessarily a place of testing, hardship, limited resources, snares or extreme conditions?
· What are some of the opportunities of the wilderness? (space, silence, reliance, time for contemplation)
· Can you think of a wilderness experience in your life – in reality or metaphorically?
· What did you discover about yourself, your priorities and values through this experience?
· What has the experience inspired you to pursue? Or, what has it clarified for you in terms of the next step in your life?
· How will you take what you learned from this experience and apply it in future endeavors?
CONTEMPLATION:
· Read the article on Ignatian contemplation:
https://www.americamagazine.org/content/all-things/easing-contemplation
OR
watch the video “Seven Qualities of Biblical Wilderness
https://www.youtube.com/watch?v=bQXEyF5_5Ds
· Do the insights they offer resonate with you? How?
· Does the wilderness hold meaning for your life journey?
· How can you make space for a “wilderness experience” (i.e. taking time for contemplation, community engagement in ways that reflect your values and beliefs)?

SAMPLE SYLLABUS

THEO 2110
Introduction to the Old Testament / Hebrew Bible

Fall 2022

Instructor: Dr. Nidhani De Andrado
Office: Adorjan 251; Office Hours: Mon 1:00-2:00pm or by appointment.
E-mail:paba.deandrado@slu.edu; E-mail is the best way to contact me.

COURSE DESCRIPTION:

This course explores the various texts of the Old Testament /Hebrew Bible, with attention to their historical and socio-cultural settings, theological ideas, literary genres and key features. We will examine different critical approaches to interpreting biblical texts. In doing so, we will strive to understand ancient Israelite religious perspectives while also relating the Old Testament / Hebrew Bible to contemporary thought, thereby highlighting its permanent significance. This course fits both the Ways of Thinking: Aesthetics, History and Culture component and the Cura Personalis 2: Self in Contemplation component of the SLU Core.

CORE: WAYS OF THINKING: AESTHETICS, HISTORY, AND CULTURE

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).

Ways of Thinking: Aesthetics, History, and Culture is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:

- Demonstrate proficiency in qualitative methods of interpreting cultural products relevant to the period, area or theme of the course

- Analyze primary sources appropriate to the discipline (e.g. literary artifacts, visual art, historical documents, performances, or other cultural products) in order to draw reasoned conclusions
- Develop interpretive claims about how larger social contexts shape cultural products

CURA PERSONALIS 2: SELF IN CONTEMPLATION

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).
Cura Personalis 2: Self in Contemplation is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 5: Analyze how diverse identities influence their lives and the lives of others
SLO 8: Collaborate with others toward a common goal

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:

- Articulate where their education has taken them, and identify possible paths forward
- Engage in structured reflection and discernment informed by or in dialogue with the Ignatian tradition
- Model collaborative engagement with questions of resilience by engaging them in conversation with each other

COURSE LEARNING OBJECTIVES:

1. Awareness of Biblical Tradition

Acquire knowledge of the content of the Hebrew Bible/ Old Testament, including its socio-cultural milieu and historical background, key concepts, critical issues and central themes.

2. Apply Critical Thinking and Reading

Gain familiarity with recent scholarship, exegetical traditions and diverse methods of interpreting biblical texts (such as literary, theological, feminist, historical, and ecological

approaches). Learn to interpret texts and evaluate critical ideas independently. Articulate your own stances through assignments and active engagement in class discussions and group work.

3. Relate to Contemporary Contexts

Explore the meaning(s) of biblical texts innovatively, including their contemporary relevance.

4. Cultivate Self in Contemplation
Reflect on biblical values, themes and ethics, and relate them to one's own personal journey.

DAILY PREPARATION

Please read the Bible, your textbook and other reading materials posted on Canvas. During class, please take detailed notes as lectures /discussions contain important information, in addition to the textbook. After each class, please answer the Review Questions (RQs) which are on the last slide of each lesson's power point which will be uploaded after each class. These RQs will help prepare you for your Exam. I will place the power points, review questions, videos and other materials on Canvas. Please check this excellent learning tool prior to and after each class.

COURSE ASSIGNMENTS:

1)	Academic Essay 1	20%	
2)	Mid-Term Exam	15%	
3)	Academic Essay 2	25%	
4)	Reading Responses		15%
5)	*Cura Personalis* Journalling/ Reflections	10%	
6)	Active Participation /Collaborative Project		15%

ASSIGNMENT DETAILS:

Described below are the assignments you must complete for this course. Further guidelines for each assignment will be given on Canvas.

1) FIRST ESSAY (20%):

This first essay will be a 1000 word academic essay which will analyze and interpret a biblical text, selected from a list of given topics. Incorporate ideas from at least 2 scholarly references and include a bibliography. Essays will be graded on the basis of content, structure, style, and familiarity with relevant materials/scholarship. Further guidelines will be provided.

2) JOURNALING / REFLECTIVE EXERCISES (10)%

Students will engage in 3 structured reflections during class, which will include paired sharing. The themes will be on Journeys, Resilience, and the Wilderness which will correlate with the biblical readings for the week. They will then do a journaling exercise on each theme, reflecting on their own personal journeys. Prompts for the journaling exercises will be placed on Canvas. This exercises will be graded on the basis of completion rather than content.

3) FINAL ESSAY (20%):

This final essay will be a 1300 word academic essay which will analyze and interpret biblical texts, selected from a list of given topics. Incorporate ideas from at least 3 scholarly references and include a bibliography. Essays will be graded on the basis of content, structure, style, and familiarity with relevant materials/scholarship. Further guidelines will be provided.

4) EXAM (Total: 15%):

The mid-Term Exam will consist of short answers and/or a longer essay style question. The aim is to assess your familiarity with the Bible and other course materials of the preceding unit. The best preparation is to study your text book, class notes and power points, do assigned readings and practice the review questions.

5) READING RESPONSES: (15%)

A set of four reading responses are required for the readings you do at home – including from your textbook, and scholarly articles assigned on the course schedule. The questions and prompts are placed under specific Modules on Canvas (see Course Schedule). You will **submit each response through Canvas on the due date (Please note: Canvas will not accept submissions 1 week after the due date so please be timely**).

6) COLLABORATIVE ACTIVITY (15%):

Students will engage in a collaborative project on a given topic and present in class.

REQUIRED TEXTS:

1)**The Bible:**

Please bring a physical copy of the Bible to each class since we will be reading several passages.
The New Oxford Annotated Bible [5th edition] is recommended but not required. You may bring another version like New Revised Standard Version (NRSV), New King James Version (NKJV), New American Standard Bible (NASB), etc. Feel free to check with me. Please note that you cannot use online/ electronic Bibles or Bible paraphrases (like The Living Bible, The Message).

2) **Textbook:**

The required text book is *A Brief Introduction to the Old Testament: The Hebrew Bible in its Context* (4th Edition) by Michael D. Coogan and Cynthia R, Chapman (Oxford University Press, 2020). It is available at the bookstore or may be ordered online. For each class, you will have readings from your textbook which is abbreviated as CC. Please Note: A and B refers to the right or left column of the assigned page. [For ex, CC34A refers to left column of page 34]. There is also a physical copy in the library under three-hour reserve which you may borrow.

HEBREW BIBLE/OLD TESTAMENT COURSE SCHEDULE

INTRODUCTION AND GENESIS

LESSON 1 August 24th (Wednesday):

What is the Old Testament / Hebrew Bible? (Content, Genres, Key Themes)

Reading
- Syllabus
- Handout: Genres or Literary types (On Canvas)

LESSON 2 August 26th (Friday)\

What is the Old Testament / Hebrew Bible?(Terms, Canon) Why is it Relevant?

Reading:
- CC (3-8)
- Handout: Canon (On Canvas)

LESSON 3 August 29th (Monday)

How Do We Read the Bible? Different Critical Approaches (Theological and Literary Readings of Genesis 1)

Reading:
- Genesis 1:1-3:25
- Pope Francis – extract from "Care for our Common Earth" – handout Canvas
- CC (9-13).

LESSON 4 August 31st (Wednesday)

How Do we Read the Bible? Different Critical Approaches (Mythic Genre and Ecological Reading of Creation Stories)

Reading:
- CC (27-33) on Enuma Elish myth
- Read Article: "Making Earth Heaven: Ecological Implications of Genesis 1-3"by Cambry Pardee (on Canvas).

LESSON 5 September 2nd (Friday):

Creation Stories (Source Critical reading of Gen 1- 3); Documentary Hypothesis

Reading:
- CC 34-35, 42-47

** **READING RESPONSE 1 DUE**

PLEASE NOTE: NO CLASSES ON SEPTEMBER 5TH LABOUR DAY

LESSON 6 September 7th (Wednesday):

World of the Hebrew Bible: The Ancient Near East (Socio-historical Context)

Reading:
- CC 14-18
- Gen 10 (glance though genealogy).

LESSON 7 September 9th (Friday):

The Flood and other stories in the Primeval History

Reading:
- Genesis 4-9 (Flood and other stories)
- Gilgamesh Myth (Tablet 11) handout on Canvas
- CC 47B-49, 51, 54B-57

LESSON 8 September 12th (Monday):

**** ASSIGNMENT 1 DUE: Collaborative Project Presentations**

LESSON 9 September 14h (Wednesday)

Patriarchs: Abraham's Call, Journeys and Divine Promise

Reading:
- Gen: 11:27-12:9, 13,15, 17-19
- CC 61-64, 66-69

LESSON 10 September 16th (Friday)

**** JOURNAL 1: JOURNEYS**

LESSON 11 September 19th (Monday)

The Matriarchs, Sarah and Hagar: Female Roles and Status (Feminist Criticism)
Reading:
- Gen 12:10-20, 16, 20.
- Feminist Criticism handout
- Book chapter: Carol Meyers, "Women's Lives" in The Wiley Blackwell Companion to Ancient Israel, (ed. Susan Niditch, 2016). See Canvas

LESSON 12 September 21st (Wednesday):

Isaac Cycle: Promises Fulfilled and Progeny (Exegetical Traditions)

Reading:
- Gen 21-24, 25: 1-11, 26
- CC 65, 74B-75A
- Binding of Isaac (Jewish and Christian exegeses) handout

LESSON 13 September 23rd (Friday)

Jacob Cycle I: Family Feuds and Rivalries

Reading:
- Gen 25:19-34, 27-31
- CC 72-74A,
- Robert Altar's "Betrothal Type Scene" (handout).

LESSON 14 September 26th (Monday)

Jacob Cycle II : The Sons of Jacob and the Joseph Novella

Reading:
- Gen 32-33, 37, 41:46 -49:33
- CC 70

ESSAY 1 (GUIDELINES ON CANVAS)

OTHER TORAH BOOKS (EXODUS / LEVITICUS/NUMBERS/ DEUTERONOMY)

LESSON 15 September 30th (Friday)

Exodus: Moses' Birth (A Resilient Interpretation)

Reading:
- Exodus 1-2
- CC 49,79-80.

JOURNAL 2: RESILIENCE

LESSON 16 October 3rd (Monday)

Exodus: Moses' Call and Mission

Reading:
- Exodus 3- 7
- CC 81-82, 88-91

LESSON 17 October 5th (Wednesday)

Exodus: Freedom from Slavery in Egypt (Liberation Theology)

Reading:
- Exodus 8-15
- CC 83-87
- Liberation Theology (Canvas)
- "Go Down Moses" (African American Spiritual - handout)

LESSON 18 October 7th (Friday)

Exodus: Covenant and Covenant Code

Reading:

- Exodus 19-25
- CC 96-106.
- ANE Treaty (handout on Canvas)

**** READING RESPONSE 2:**

LESSON 19 October 10th (Monday)

Leviticus: Sacrificial Cult, Priestly Theology, Purity Laws and the Holiness Code

Reading:
- Leviticus 1-5, 11-15, 16-22.
- CC p121- 124A and 126A -131
- Intertextual connections to the Book of Hebrews (Chs 9-10)
- Excerpts from Jonathan Klawans, "Purity, Sacrifice, and the Temple," (Canvas [

LESSON 20 October 12th (Wednesday)

Numbers: Journey Through the Wilderness

Reading:
- Numbers 2,5-6,11-14, 20-21:9,27, 30, 36.
- CC 134-137, 139-142.

JOURNAL 3: WILDERNESS EXPERIENCE

LESSON 21 October 14th (Friday)

Deuteronomy: Mosaic Discourses and Deuteronomic Law

Reading:
- Deuteronomy 1-6, 8-9, 12, 17, 34.
- CC 148-152A,155-159,161-162
- Excerpt from "The Perplexing Pentateuch" by Gordon Wenham, Vox Evangelica XVII (1987) 7-21. (Canvas)

LESSON 22 October 17th (Monday) **[MID TERMS WEEK OCT 17th to 21st]**

REVIEW

LESSON 23 October 19th (Wednesday)

**** ASSIGNMENT 3: (MIDTERM) EXAM)**

HISTORICAL BOOKS (DEUTERONOMISTIC HISTORY

LESSON 24 October 21st (Friday)

Joshua: Entry into Promised Land

Reading:
- Joshua:1-8, 24
- CC 163-166, 171-175A
- CC170 (Post-colonial reading of Rahab)

LESSON 25 October 24th (Monday)

Judges I : Struggles of Tribal Existence
Reading:
- Judges 1-2,4,6,11,13,16
- CC178-187
- Bratcher Comparison of Joshua and Judges (Canvas)

LESSON 26 October 26th (Wednesday)

Judges II: The Origin and Settlement of Ancient Israel (Sociological Approach)

Reading:
- CC 188-192
- Ch 1 "Birth and Background" from Women's Lives in Biblical Times by J. R. Ebling (Bloomsbury, 2010) on Canvas

****PLEASE NOTE: NO CLASSES FOR FALL BREAK [Ocober 27th to 28th]**

LESSON 27 October 31st (Monday)

1 and 2 Samuel: Rise of Monarchy -- Stories of Samuel and Saul

Reading:
- 1 Samuel :1-4,8-10,15
- CC 197- 210

LESSON 28 November 2nd (Wednesday)

King David: From Shepherd to Monarch

Reading:
- 1 Sam 16,17
- 2 Samuel: 2, 7, 11-12.
- CC 213-222

LESSON 29 November 4th (Friday)

King Solomon: The United Monarchy

Reading:
- 1 Kings: 1, 3, 5-6, 8-11
- CC 226-234,235-238.

LESSON 30 November 7th (Monday)

1 and 2 Kings: Divided Monarchy and the Elisha/ Elijah Cycle

Reading:
- I Kings 12; 17; 2 Kings: 4,17,18-19, 22-23,25.
- CC 241-248, 254B-257 (Legends of Elijah/ Elisha)

**** READING RESPONSE 3 DUE**

CLASSICAL PROPHETS

LESSON 31 November 9th (Wednesday)

Pre-Exilic Prophets: Amos and Hosea

Reading:
- Amos 1;1, 2-5; (Hosea 1-6)
- CC 251-254A, 263 -272.
- "Prophets" (Handout)

LESSON 32 November 11th (Friday)

Babylonian Conquest and Exilic Prophets I: Jeremiah
Reading:
- Jeremiah 1,7,15,18, 26, 30-31
- CC 308B-315
- Psalm 137 and Lamentations 1 (Handout)

LESSON 33 November 14th (Monday)

Exilic Prophets II: Ezekiel

Reading:
- Ezekiel 1-4, 16, 36-37,47.
- CC 324-333

LESSON 34 November 16th (Wednesday)

First. Second and Third Isaiah

Reading:
- Isaiah 6,7,9,11, 36-37 Isaiah 40, 44-45, 52-53, 56, 60,66
- CC 282- 286, 340B -346, 358

LESSON 35 November 18th (Friday)

Restoration in Post-Exilic Period: Haggai, Ezra and Nehemiah

Reading:
- CC 351-356, 359-363B
- Ezra 1, 3, 8-10; Nehemiah 1-2, 8-9; Haggai 1-2

**** READING RESPONSE 4 DUE**

LESSON 36: November 21st (Monday)

SPECIAL SESSION: Exploring Library Research Resources for your Final Paper By Dr. Ron Crown (He will join the classroom). Attendance is Required.

**** PLEASE NOTE: NOVEMBER 23rd to 25th THANKSGIVING BREAK**

WRITINGS / WISDOM SECTION

LESSON 37: November 28th (Monday)

Book of Daniel: An Apocalypse

Reading:
- Book of Daniel (1-3,6-7,10-12)
- CC 414-419, 403-404
- Handout "Daniel"

DUE: FINAL PAPER THESIS, OUTLINE, AND BIBLIIOGRAPHY (2 Points)

LESSON 38 November 30th (Wednesday)

Psalms as Prayers and Praise I

Reading:
- Psalms: 1, 2, 22, 23, 34, 42-43, 45, 51, 114, 121,122,131, 137, 146,
- CC 377-382A
- Handout and Video on Psalms (Canvas)

LESSON 39 December 2nd (Friday)

Wisdom Literature: Ecclesiastes

Reading:
- Ecclesiastes 1-6,12
- CC 387-389, 399B-402 (Ecclesiastes)
- Handout Book of Ecclesiastes

LESSON 40 December 5th (Monday)

Book of Job: Righteous Suffering

Reading:
- Book of Job 1-3, 38-42
- CC 392-399

LESSON 41 December 7th (Wednesday)

Love Encounters: Song of Songs and Book of Ruth

Reading:
- CC 404B- 405; 410-411A

LESSON 42 9th (Friday)

Summing up the Course

** **ASSIGNMENT 5: FINAL PAPER DUE (NO FINAL EXAM)**

POLICES AND GUIDELINES

Please note the policies/guidelines below. If you have any questions, feel free to check with me.

CLASSROOM CULTURE:

We are all responsible for creating a collegial, respectful and stimulating classroom culture, where we can share our views and discuss ideas in an open, academic atmosphere, while safeguarding the privacy of our discussions. Respect for one another and for diverse opinions is important in all interchanges. We listen carefully to each other and do not interrupt or disparage other's views or beliefs. We disagree respectfully and are sensitive to the diversity of ideas/perspectives which differ from our own.

GRADING SCALE

94-100		A	74-76	C
90-93	A-	70-73	C-	
87-89	B+	69-67	D+	
84-86	B	64-66	D	
80-83	B-	60-63	D-	
77-79	C+	59 and below	F	

Department Grading Policy

The following are general principles of the Department of Theological Studies concerning grading standards and criteria:
A range = Superior, exceptional, outstanding with evidence of critical, informed, and creative theological inquiry that deepens their understanding of essential theological/historical concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.
B range = Good, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens their understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.
C range = Acceptable, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.
D range = Below normal expectation. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = Unsatisfactory. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) was involved in plagiarism or cheating.

ATTENDANCE

Please come to class on time, be alert and prepared to contribute. Attendance in class is required and I will maintain a register. This course requires your full involvement, and cannot be learned from a textbook. Your presence is necessary, as students engage with complex ideas and share views. Please Note university Attendance policy here: https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/

ABSENCE POLICY

Students need to be present at every class unless they have a university authorized absences (see link to SLU attendance policy: https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/.

Please note class attendance is *crucial* for you to achieve the learning outcomes in my class, so penalizing absences is intended to help encourage you to attend

If you have an extended illness/ severe crisis, then please provide valid documentation (a medical letter, dean's office) and please inform me as soon as possible. Please also contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations. In such verified situations, appropriate accommodations and support will be provided. It is your responsibility to complete the course requirements.

For those who do have a good attendance record, your 10%participation grade can add a significant boost to your final course grade.

The academic alert system will be used (which will notify your adviser) if a student's absences are excessive.

You are responsible for covering any material missed or any work due on the days you are absent. You're welcome to consult me during my office hours.

DEADLINES:

Your assignments must be completed by the due date. For each over-due assignment, 2 points will be deducted to a maximum of 2 letter grades (For example, from B+ to B). This is a needless penalty, so please plan ahead and meet the deadlines.

If you miss the exam (except in case of verified medical or other emergency) you forfeit the entire mark.

Essay assignments must be submitted via Canvas by 5pm on the due date. Please send your documents as Word docs only (NOT Google share docs or PDFs).

Please note that while all deadlines are fixed, this is especially true for the **Final Essay deadline since I have to grade and submit your final grades on time**. Your final paper may not be counted towards your course grade if you submit it too late.

If an assignment is not submitted at all, you will receive zero points and risk failing the course. Generally, no extensions or incompletes will be given.

In cases of serious, unavoidable circumstances let me know ASAP. In situations of verified medical / other emergencies (i.e. supported by medical letters, confirmation by SLU) necessary accommodations will be made for an alternate test date or late paper submission.

ACADEMIC INTEGRITY

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:
https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.
Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

This policy applies to all submitted work including the reading responses.

DISABILITY ACCOMODATIONS

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.
Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility

requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.
Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

TITLE IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php and https://www.slu.edu/general-counsel.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: https://www.slu.edu/about/safety/sexual-assault-resources/index.php. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

ACADEMIC SUCCESS

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. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about university-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

ELECTRONIC DEVICES

I prefer that you do not use electronic devices (laptops) during class except during specific in-class exercises requiring access to Canvas. Focusing on your screen during class is a distraction for you, the students around you, as well as for me. Your engagement or distractedness in class will be taken into account as part of the participation grade. All I-pods, cell phones, head phones and/or any other electronic devices must be turned off. If you forget and your phone rings, please switch it off, and do not answer phones in class. You may use laptops throughout only if you have an officially documented need to use it.

TECHNOLOGY SUPPORT

If you need assistance with Canvas or other technical help, please contact SLU IT Services at https://www.slu.edu/its/index.php or call them at 314-977-4000.

USEFUL REFERENCES:

1) *New Jerome Biblical Commentary* (Student Edition): This is a handy commentary which gives
an introduction to each biblical text, and provides a verse-by-verse analysis.

2) *Jewish Publication Society Torah Commentary Series from Genesis to Deuteronomy.* This excellent commentary series is edited by reputed Jewish scholars.

3) *The Women's Bible Commentary*, Third Edition: Revised and Updated (2012). Edited by Carol A. Newsom, Sharon H. Ringe, Jacqueline E. Lapsley.

4) Walter Brueggemann, *Old Testament Theology: An Introduction* (Nashville: Abingdon Press, 2008)

5) Robert Alter, *The Art of Biblical Narrative*. Basic Books, 1983.

6) Israel Finkelstein and Amihai Mazar, *The Quest for Ancient Israel* (Society of Biblical Literature, 2007)

Online Resources:

- Encyclopedia Judaica (online)
- Biblical Odyssey https://www.bibleodyssey.org/
- SLU Library Guide (On Canvas)

Links for the library guide for this course here (and under Canvas Announcements):

https://libguides.slu.edu/c.php?g=1207947&p=8835033&preview=fdd6ddbf7623509ffbfada0901ed3fb1

- See also the annotated bibliography of resources at SLU created by Prof Redfield:

https://www.academia.edu/43988500/Judaica_at_Saint_Louis_University_annotated_bibliograpy