AZUSA PACIFIC UNIVERSITY  
C.P. Haggard School of Theology  
Course Instruction Plan  

Course: GBBL-521 The People of God  
John E. Hartley, Ph.D.  
Fall 2001  
4 Units  

Description: A basic course on the teaching of creation, saving history, and covenant as found in the Old Testament. The primary source material will be Genesis, Exodus, Leviticus, and Deuteronomy.  

Course Outcome: Students will have an opportunity:  
1. To discover the basic content of the Pentateuch.  
2. To read about pagan religion and mythology of the Ancient Near East.  
3. To discover the religious approaches of the peoples of Egypt, Mesopotamia, and Canaan.  
4. To search for and investigate the artifacts archaeologist have found in reference to the peoples of Egypt and Mesopotamia.  
5. To study the meaning of covenant as the foundation for the relationship of the people of God with God.  
6. To investigate a biblical doctrine of creation.  
7. To learn about the journey and faith of the patriarchs.  
8. To study Israel’s history of salvation.  
9. To learn about the giving of God’s name and the meaning of that name.  
10. To investigate the role of memory in the development of faith and to see how important Israel’s festivals were to fulfilling this role.  
11. To ponder the role of tradition in formulating the theological outlook of Ancient Israel.  
12. To read the cultic laws and the regulations for sacrifices at the Tent of Meeting.  
13. To practice hermeneutical principles, especially survey, learned in Seminar in Biblical Interpretation in a specific chapter of Leviticus or Deuteronomy.  

Requirements:  
1. Resource books:  
   Books for purchase:  
2. Each lesson requires from ten to twelve hours of work per week. Each week the approximate time to spend on each component of the lesson is stated as a guideline for each component. Since the only element humans have in common is time, this guideline is to help you apportion the time you may allot for each portion of that week's assignment. Given individual differences you may find that some portions take less time and others more time.

There are four components to each week's assignments: a survey of a biblical text, a reading assignment, a writing assignment expressed either in a threaded discussion or an essay, and a lecture.

**Survey.** Beginning with the third lesson this portion of the assignment is to be done before the other components in that lesson. You will be able to view the survey assignment on line after the prior lesson has been completed. I am hoping that there will be a place on the menu for the class where all surveys for the course may be viewed as you wish. The reason I want you to do the survey assignment before entering into the lesson proper is that a major goal of this course is for you to experience for yourself the direct study of scripture. It is, consequently, very important that you become acquainted with the biblical text itself before hearing ideas about the text either from secondary sources and/or from the lecture. As a result, you will be able to evaluate for yourself what is said about a passage of Scripture from any source, a book, a lecture, a presentation. In the first lesson there will be instructions on the nature of survey.

The survey must be submitted before going on to the other components of each weekly lesson. After the survey is submitted, the other components of the lesson for that week may be opened on the net. You are to spend approximately the amount of time assigned for this section of the lesson. When you have put in that amount of time submit your work. Please do not set some ideal goal or performance that leads you to spend numerous hours beyond the allotted time. For example, if the assignment in survey calls for four readings of a passage and at the end of two readings you have put in the amount of time
allotted for this step in the lesson, stop at that point and submit your written insights from your survey; then proceed with the rest of that week's lesson. You do not have to return and make up the readings missed under the description of that survey. Furthermore, please remember the assignment is for you to survey a passage—please do not go verse by verse or paragraph by paragraph and then write comments after each verse or paragraph. Rather, read the entire section of scripture assigned. After reading, reflect, and write down your insights.

Under survey you will be graded on what you have done, not on what you did not get to. The aim of this portion of the assignment is to have you spend a certain amount of time in the biblical text each week starting with lesson three.

**Reading assignment:** Each week specific pages in selected books will be assigned for you to read. What you find in the assigned reading along with material in the lecture along with what you have discovered in the biblical text from your personal survey of it will form the basis for your comments in the threaded discussion. Any week the reading assignment does not take as long as the time allotted you are encouraged to do additional reading from the bibliography, particularly the sections entitled Primary Sources and Additional Reading. When an essay is assigned, the reading done for the essay may be reported as part of the reading section of your log.

**Lecture:** Each week there is a lecture presenting the central ideas found in the biblical text and the reading assignments. Some lectures are longer than others. Some of you will be comfortable reading them on screen. Others may wish to print out the lessons in order to work with them in a printed format.

**Threaded discussion:** Each week you are to participate with others enrolled in the class in a threaded discussion. A large segment of time is allotted to this portion of each lesson. In many ways this section of the course is the heart of the course. It takes the place of class discussion. It encourages thinking, reflection, and interaction. It helps you mold and correct your thinking. After having completed the reading assignment, the lecture, and the survey, you are to share your ideas and insights by posting them for other students to read. Your contributions to the discussion are to give evidence of reflection on the reading assignments and the lectures. You are to read what others have written and make a response to their insights and comments. You need to check in with the discussion a couple of times during the week. Besides making your own contribution, you need to make a response to what others have stated at least once each week. On the time log for each week please submit the amount of time you have given to this part of the weekly assignment.
For this assignment we anticipate that the students will be divided into two or three groups. Each group will look at a particular dimension of the assignment. The lesson will be color coded to help give focus for each group. One member of the group, chosen on a rotating basis, will post the major insights of your group on the web for the other groups to have access to.

There will be a threaded discussion each week save for lessons 5, 7, 10, when an essay is to be written.

3. Please submit a log each week stating the amount of time you have spend on each of the four components. For the reading component list the secondary sources read, including the pages and the time taken to read those pages. Since you will be using a computer, formulate the log is that it has a running total of your work, entered for each week.

4. Essays: There will be three written essays. They come in lessons 5, 7, and 10. Each written assignment has a different goal and thus a different format. These written assignments are explained in the respective lessons.

5. There will be a final essay examination as the fourteenth lesson.

Disabilities:
Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center (LEC) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements. (The LEC does not provide assessment for students who have a suspected learning disability. Students are required to obtain this information from an outside source such as a licensed psychologist or qualified educational therapist.)

Method of Grading: Surveys (20%) + essays (first essay 10%, second essay 15%, third essay 10%) + threaded discussion (25%) + final exam (20%). Each week you will receive from 1-4 points on the surveys and another set of points 1-4 on your contribution to the threaded discussion. At the end of the term these will be added up and a curve made for assigning grades for these two segments of the course. The grading system closes at the final exam. No material submitted after the final date may be used in determining the final grade for the course. The grade can only be changed after that date as the resolute of a discovery that the professor has made a miscalculation in determining the grade.

Progress: It is critical that you stay up with the assignments. If you fall one week behind, do the assignment for the current week first before working on making up
the missed material. This is vital in order that you may continue to be a vibrant participate in the threaded discussion. Then you may work to complete the missed assignment. Any person who is more than two assignments behind will need to withdraw from the course or they will be dropped automatically.

Make-up Exams: There will be no deviation from final exam schedule without the Dean of the School of Theology's written approval.

Tuition: The student is responsible to check the schedule as to the last day to drop this class and as the last day to withdraw. The student must be aware of the financial responsibilities with making any changes in schedule.

Plagiarism: All students are required to do their own work. Anyone who plagiarizes (i.e., presents as one's own work something which has been taken from someone else) will receive an automatic zero on that piece of work and a warning. A second like offense will result in an "F" for the final course grade. While collaboration is good, the passing off somebody else's work as your own (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism.

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Bookstore: order books 1-800-933-1950; FAX 626-969-8806.

Surveys for the semester: These are available being posted on the main course page.

Reading Assignments for the Semester

Lesson 1:
Y. Kaufmann, The Religion of Israel, pp. 1-59 (pay especial attention to pp. 21-25; 42-49, 53-55; 1.5 hours).
Frankfort and Frankfort’s Intellectual Adventures of Ancient Man., chapters 2-4, especially ch. 2.

Lesson 2:
H. Frankfort, Intellectual Adventures of Ancient Man, pp. 31-121 (2 hours).

Lesson 3:
H. Frankfort, Intellectual Adventures of Ancient Man, pp. 125-219 (1.5 hours).
This week we focus on the thinking and early mythology of the Babylonians chs. 5-7
emphasize ch. 5, “The Cosmos as State”
pay special attention to the description of the four gods on pp. 136-152.

Babylonian Creation Account, *ANET* 60-71.
Another name for this myth is “Enuma Elish” (1.5 hours).

T. Fretheim, *The Pentateuch*, pp. 19-66 (2 hours)

**Lesson 4** (3 hours):
be sure to read the excursus entitled "Comments on the Creation Account in Relationship to Scientific View of Origins"
Y. Kaufmann, *The Religion of Israel*, pp. 60-121. Students who are slow readers may bypass this reading.

**Lesson 5** (3 hours):
Some Reflections on the Disobedience of Adam and Eve from *Genesis* by John E. Hartley, pp. 75-77.
Tribble, P. *God and the Rhetoric of Sexuality*, pp. 72-143.

**Lesson 6** (3 hours):
Read: the Gilgamesh Epic in *ANET*, pp. 72-99.
Focus on Tablet 11 which is the account of the flood
Hartley, *Genesis*, pp. 95-129.
Fretheim, T. *The Pentateuch*, pp. 67-100.

In preparation for Lesson 7 it is recommended that you read the following since lesson 7 requires a paper that may take extra time:

**Lesson 7** (2.5 hours):
Pp. 78-104 may also be read either in this lesson or next lesson.

**Lesson 8** (2.5 hours):
R. Moberly's *The Old Testament of the Old Testament*, pp. 5-104 (esp. 3-35). Pages 105-46 may be read in this lesson if they have not already been read.

**Lesson 9**: (1 hours):

**Lesson 10**: (2 hours):
Lesson 11: (2.5 hours):

Lesson 12: (2.5 hours):
B. Childs, *Memory and Tradition in Israel*, pp. 74-89, this is in the course pact.

Lesson 13: (3 hours):

BIBLIOGRAPHY

I. Primary Sources:
   a. Creation by Atum - 3
   b. Theology of Memphis - 4
   c. Deliverance of Mankind from Destruction - 10
   d. Creation Epic - 60 (Heidel)
   e. 1) Gilgamesh Epic - 72 (Heidel)
       2) Flood Tablet
   f. Adapa - 101
   g. Descent of Ishtar - 106
   h. Vision of the Underworld - 109
   i. Kingship in heaven - 120
   j. Telepinus Myth - 126
   k. Baal and Anat - 129
   l. Aqhat - 149
   m. Campaign of Seti I in Northern Palestine - 253
   n. Annals of Sargon II - 284
   o. Annals of Sennacherib - 287
II. Additional Reading:

A. Background


C. Myth-history


**D. Introductions to the Old Testament**


**E. Encyclopedias and Dictionaries**

II. Important Articles in *IDB* also consider these titles *ABD*:

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*IDB*, supplementary volume:

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<td>Sites, sacred</td>
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<td>Israel, social and economic development</td>
<td>Ugarit</td>
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Lead Commentaries

A. Genesis

B. Exodus

C. Leviticus

D. Numbers,

E. Deuteronomy
Thompson, J. *Deuteronomy*. Tyndale Old Testament Commentary.