

## **IPS 417-001: The Literature of Ancient Israel Fall Semester, 2010**

**Instructor:** Robert Ludwig, Ph.D., Lewis Suite #630, 312/915-7467  
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**Dates and Time:** — On-Line August 30 –December 13;  
Synchronous Session: Wednesday Evenings,  
7 PM Central Time

### **Required Texts: Available Through Amazon.Com**

- Walter Brueggemann, *An Unsettling God: The Heart of the Hebrew Bible*
- John H. Hayes, *Introduction to Old Testament Study*
- Victor Matthews, *A Brief History of Ancient Israel*
- Michael Walzer, *Exodus and Revolution*
- A Copy of the Bible in Contemporary Translation

**Course Description:** This course serves as an introduction to and overview of the history and literature of Ancient Israel. Students explore the methods of Old Testament scholarship, and use these to study the origins and evolution of the Jewish faith from Exodus and the Sinai Covenant up to and including the Second Temple Period just prior to the time of Jesus. We study the Hebrew Bible from both an historical and theological perspective and learn about the evolution of the religious and cultural worlds of Ancient Israel over the centuries. In particular, students will explore the origins of Israel's faith in the Exodus experience, the conflict between "royal consciousness" and the prophetic communities from David up to the Exile, and the major themes of Jewish understanding in the Second Temple Period.

### **Instructor's Expectations/Course Requirements/Grading Standards:**

- **LEARNING OUTCOMES:**
  - The most important learning outcome: **Spiritual insight into the faith of Ancient Israel as it evolved from Exodus to the Second Temple Period: Insight into the character of Israel's faith (connection between historical experience and the activity of God; the blending of faith and hope for a transformed future; the communitarian and relation quality of Israel's faith).** Gaining in-depth sense of the quality of Biblical faith is the most important learning for students.
  - In order to accomplish the above, students will need to develop some strategic and procedural knowledge. They will **learn to think about the world of the Bible before Christianity and churches existed, and about the Jewish faith with its own integrity (not simply a preparation for or background to the emergence of Christianity).** They will discover the tools of historical studies and textual criticism—the dynamic of the historical-critical method of biblical study and the process of biblical hermeneutics (understanding texts in their original contexts—and translating their meaning into present contexts).
  - Utilizing these methods, students will **gain a sense of the evolution of Jewish faith (how it morphed through the centuries, what was continuous and what changed) from Exodus to the first century BCE.**
  - Finally—and not unimportantly—**students will learn to "translate" Old Testament faith into their own contexts** by thinking about their own experience and the world of the faith communities in which they minister or plan to minister.

<b>Thinking about Competencies</b>	
<p><b>Strategic Knowledge</b> The thinking strategies and processes students will need to develop in this course</p>	<ul style="list-style-type: none"> <li>• <u>The strategy of “forgetting present presuppositions and assumptions about Ancient Israel and the Old Testament:</u> How to see with fresh eyes the meanings of the Jewish faith during its first centuries</li> <li>• <u>The strategy of reconstruction:</u> How to “reconstruct” the history of Israel’s faith in its formative stages—and reflect on this faith with theological depth: How did this people understand God and themselves?</li> <li>• <u>The strategy of translation:</u> How to connect the meanings and values manifested in the faith of Ancient Israel to the present day contexts of faith and ministry</li> </ul>
<p><b>Procedural Knowledge</b> Procedures, techniques, and methods taught in this course</p>	<ul style="list-style-type: none"> <li>• Historical-critical interpretation, textual criticism, and the science of hermeneutics (Don’t panic—these will be explained!)</li> <li>• Mining the stories of the Hebrew Bible for spiritual wisdom</li> </ul>
<p><b>Factual Knowledge</b> Knowledge of facts, details, concepts, and terminology that students will become familiar with in this course</p>	<ul style="list-style-type: none"> <li>• The consensus factual understandings of current biblical scholars: the books of the Hebrew Bible in the context of the history of Jewish people and their faith, from the Exodus experience to the time after the Exile in Babylon (538 BC) and the “Second Temple Period”</li> </ul>

- **Evidence:** Students will demonstrate these competencies through their active participation in the synchronous class discussions, through their postings in the Discussion Board, in their written assignments, and in the final take home exam.
- **Class Participation in Synchronous Discussions:** It is very important that students be actively involved in the synchronous discussions every week. If you become ill or otherwise impaired or are experiencing other personal crises, contact the instructor immediately to explain: 312/915-7467. Should you have to miss one of the synchronous discussions for important reasons, the student must listen to the archived discussion and submit a 2-page reaction essay. **[Possible 20 points]**
- **Assignments:** In addition to the reading assignments, there are a number of written assignments due, usually one each week:

- **Discussion Board Essay Postings** – Students respond to questions in brief essay postings and respond to others’ postings with thoughtful one-page critiques. **[Possible 44 points]**
- **Major Essay Assignments** – Students are responsible for developing at least three major essays. Essay assignments are focused on 1) Exodus and Sinai; 2) One of the Prophets; 3) The Second Temple Period; 4) Walter Brueggemann’s book on God in relationship. Each of these essays is worth 12 points, except when a student chooses to write a fourth essay for extra credit, in which case that fourth essay is worth a possible 8 points These essays assignments are described under Assignments—and that is where they should be posted (not in the Discussion Board). **[Possible 36 points + Xtra Credit]**

**How to Write Essays:** Students are expected to write thoughtful, focused, and well-organized essays of 5-7 pages in length. Your writing should be error-free: no misspellings or major grammatical errors.

- You should have a clear focus: what is the main thing you want to say in this essay? You should organize your essay around that focus—without rambling off in tangents. (one-third of the essay grade)
- Your essay should be well-informed by the readings and the class lectures and discussions—and you should refer to these in the essays. (one-third of the essay grade)
- You should also show your own thinking. Finding your own voice is important, so you need to present not just the authors’ views or the instructor’s, but your own: What do *you* think? (one-third of the essay grade)
- Each essay should have its own title, imaginatively and succinctly stating the essay’s focus.
- Use Arial 11 point type face. When referring to the required texts, simply do so parenthetically (author, page numbers)—no lengthy quotes from the texts.

**Grading Grid:** Above 93 points – A  
 92/91 – A-  
 90/89 – B+  
 88-86 – B  
 85/84 – B –  
 83/82 – C +  
 81/80 – C  
 Below 80 – F

### **Statement of Academic Honesty from Loyola University Chicago**

“Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

Academic dishonesty is characterized by the failure to apply this ethic; *i.e.*, any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student’s failure to practice academic honesty will, depending upon the seriousness of the misconduct, result in a sanction ranging from the grade of *F* for the assignment to expulsion from the university.

*Boundaries of Academic Honesty and Dishonesty:* The following areas are viewed as worthy of consideration by faculty, students and staff as specific expressions of academic honesty and dishonesty:

- **Examinations.** Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing to, or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.
- **Papers:** Plagiarism is the appropriation for gain of ideas, language or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:
  - Submitting another person's work as one's own;
  - Submitting a rewritten or paraphrased version of another person's work;
  - Allowing another or paying another to write a paper for one's own benefit.

**Plagiarism, Cheating, Academic Dishonesty:** Students are hereby advised of the strong sanctions against plagiarism and other forms of academic dishonesty. Plagiarism could result in an automatic "F" in the course and possible expulsion from IPS. If you have any questions about what plagiarism entails or how to properly acknowledge source materials, you should consult the instructor. Proper citation procedures are provided in all standard writing manuals. If you have any questions about what constitutes plagiarism, please see the instructor.

### **Reading/Assignment Schedule:**

- Week of August 30** – Read Brueggemann Preface,  
Post Response Essay in Discussion Board [4 points]
- Week of September 6** – Readings from Hayes on Methods and the Pentateuch  
Respond to Questions in the Discussion Board [4 points]
- Week of September 13** – Chapters 1-3 in Matthews' *Brief History of Israel*  
Respond to Questions in the Discussion Board [6 points]
- Week of September 20** – Hayes, on Deuteronomist History, pp. 201-237  
Respond to Questions in the Discussion Board [4 points]
- Week of September 27** – Chapters 4-6 in Matthews  
Respond to Questions in the Discussion Board [6 points]
- Week of October 4** – Walzer's *Exodus and Revolution*, chapters 1-3  
– **Student Reports on Exodus and Sinai**
- Week of October 11** – **No Class (Fall Break)**
- Week of October 18** – Hayes on Israelite Prophecy, pp.251-283  
and chapter 4 of Walzer's book (*Exodus and Revolution*)  
– **Student Report on One of the Prophets**
- Week of October 25** – Hayes on Wisdom Literature, pp. 321-361  
Respond to Questions in the Discussion Board [4 points]

**Week of November 1** – Hayes on Jewish Apocalyptic, pp. 365-389  
Respond to Questions in the Discussion Board [4 points]

**Week of November 8** – Student Reports on the Second Temple Period

**Week of November 15** – Brueggemann, chapters 1-2  
Respond to Questions in the Discussion Board [4 points]

**Week of November 22** – No Class (Thanksgiving Holiday)

**Week of November 29** – Brueggemann, chapters 3-4  
Respond to Questions in the Discussion Board [4 points]

**Week of December 6** – Brueggemann, chapters 5-6  
Respond to Questions in the Discussion Board [4 points]

**December 13** – Essay on Brueggemann Book Due