Provisional Syllabus for OT 627 Exegesis of Exodus: Emphasizing the Golden Calf Narrative
Spring 2009
Monday 9:15 a.m. - 12:15 p.m.
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Office Hours: TBA

Introduction:

The book of Exodus fulfills a vital role in biblical theology. Yahweh rescues people for relationship! In delivering the Hebrews from slavery and providing a place of worship, Yahweh reveals his power, his will, and his character to Israel. More specifically, the revelation of the divine name to Moses in the golden calf narrative anchors the relationship governing the people of God in the Old Testament. The golden calf narrative is a linchpin in the story of redemptive history. It lays the foundation for the terms of the relationship governing the people of God in the New Testament. Indeed, the golden calf narrative points us to the cross where God’s character is fully disclosed.

I. Course Objectives:

1. The primary objective of the course is to train students to observe and interpret Hebrew narrative in order to teach and preach effectively. This textual investigation in the original language will be conducted in Exodus 32-34 (The Golden Calf Narrative) as our laboratory example. The O.T. exegetical process will be introduced and practiced using the GCN to foster an understanding of biblical interpretation.

2. To move students beyond the basics of first year Biblical Hebrew. This will entail reading and translating a total of ten chapters in Exodus. These texts include:

   Exodus 1-3: The setting  
   Exodus 14: The exodus  
   Exodus 19:1-20:20: The covenant  
   Exodus 24: The covenant ratified  
   Exodus 32-34: The covenant broken and renewed

   The outcome of this objective will be realized in four course quizzes (see schedule below)

3. To emphasize the independent yet dependent nature of interpreting the text. The outcome of this objective will be realized in exegetical exercises, lectures, and the final exegesis paper.
4. To highlight the theological significance of the GCN in Exodus and beyond for its repercussion in all of redemptive history. The outcome of this objective will be realized in lectures and class discussions.

II. Required Texts:
BHS on *Exodus and Leviticus* (consult book center)

On Reserve:
Ryken, L. *Words of Delight*
Wurthwein, E. *The Text of the Old Testament*
Walsh, J. *Style & Structure in Biblical Hebrew Narrative*
Goldfajn, T. *Word Order and Time in Biblical Hebrew Narrative*
Stuart, D. *Exodus*.

III. Course Requirements and Evaluation

1. Hebrew competency exam: All students must pass a basic Hebrew language exam in order to continue in the course (pg 88 GCTS Catalog). The exam will be given the second week of classes in the first hour (Monday, Feb 2 @ 9:15 a.m.). In order to receive a passing grade you must have 60 points or more out of 100.

2. Likewise, “At both the OT 600 and OT 700 levels, competence in Hebrew must be demonstrated by the student in all aspects of the course in order for a passing grade to be assigned, regardless of how the course grade is otherwise computed” (pg 88 GCTS Catalog).

3. Exegesis Paper on Exodus 34:5-7 (**40% of grade**)
The paper should not exceed 25 pages. It should be 12 pt font and double spaced. Form and style should conform to the standard provided in the *SBL Handbook of Style*. Please use footnotes rather than endnotes. Your paper should also follow *The Basics of Biblical Hebrew Exegesis: An Integrative Approach* relative to structure and content of the paper. A Student’s grade will be modified for not adhering to this specific format. Sample exegesis papers are available for reference and detailed guidelines will be offered. **Due April 24** (last day of semester)

4. Four Course Quizzes (**40% of grade**)
   a. Hebrew translation and parsing from the set texts in Exodus with either **limited OR no use** of the lexicon for each quiz.
b. Short answers where you will have to engage questions that primarily concern exegetical methodology (from required readings, class material)

PLEASE NOTE: There is NO FINAL for this course. Each quiz will be assessed and the cumulative score out of 40% will be given.

**Quiz #1 (Feb 9)** = Translation from Exodus 1-3; short answers on exegetical methodology discussed to date.
**Quiz #2 (Mar 2)** = Translation from Exodus 14; short answers on exegetical methodology discussed to date.
**Quiz #3 (Mar 23)** = Translation from Exodus 19:1-20:20; 24; short answers on exegetical methodology discussed to date.
**Quiz #4 (April 6)** = Translation from Exodus 32-34; short answers on exegetical methodology discussed to date.

5. Class participation, attendance AND required readings (20% of grade) Students are expected to translate according to the class schedule. As a result you will be called upon to contribute to class discussions. Class participation and attendance is, therefore, required. Seminary policy states that a letter grade penalty is assessed for an absence of more than 3 hours. Likewise, the weekly reading assignments for each class are NOT OPTIONAL. Each week or at the end of the term I will give you a reading report for submission with your exegesis paper. In order to receive full credit the required texts and reserve material must be read NOT skimmed in their entirety. Partial credit is not available.

6. All late work will receive a letter grade per week penalty.

Class schedule and bibliography will be given the first day of class.

**Getting ahead over the holidays:** Doing any one of these will serve you well as pre-class preparation. Read Exodus in English 2x and in one sitting; Read all of OT. Exegesis by Stuart. Reading Alter. Translate the golden calf narrative.
Weekly Class Content and Assignment Schedule

NOTE: I reserve the right to modify class content and the assignment/quiz schedule should I deem it necessary to meet course objectives.

Class #1 January 26th

Introduction to class
What is Exegesis? Why doing it?
Overview of exegetical methodology

Assignments for next class
Prepare for comp. exam (ask me for a tip on how to prepare!)
Review exegetical Step 1: Observe the big picture of the book
Read Exodus in English 2x (think about the main idea of the book)
Read Introduction to Exodus in NIV Archaeological Study Bible on RESERVE (pp. 85-154)

Class #2 February 2

Comp. exam/Turn in reading report
Observe the big picture of the book (BRI discussion)
Exodus: the big picture and horizontal chart

Assignments for next class
Prepare for first quiz
Hard copy of BRI due
Read Exodus 32-34 in English 5x
Read Stuart on Literary Context and Form

Class #3 February 9

Quiz # I (Translation from Exodus 1-3 with limited or no use of lexicon; short answers on exegetical methodology and readings to date). Turn in reading report
Situate the passage within the book
Literary context and form
Preliminary step to translating: determining what kind of translator you want to be!

Assignments for next class (during reading week)
Read Wurthwein’s Intro through pp. 44 (On Reserve)
Read ALL of Brotzman
Read Stuart on Text and Translation
Translate Exodus 32 (keeping in mind your translation style and textual issues)
February 16 – 20\textsuperscript{th} = Reading Week

Class #4 February 23
   \textit{Turn in reading report}
   Observe the original Hebrew text and Translation of the passage
   Tidbits about the Text: The wording of the text
   In class workshop on TC and Translation using Exodus 32

\textit{Assignments for next class}
   Prepare for quiz
   Read Stuart on Grammatical and Lexical Context
   Read word study handout
   Determine words that merit study from Exodus 32 and 33
   Translate Exodus 32 & 33

Class #5 March 2
   \textit{Quiz #2} (Translation from Exodus 14 with limited or no use of the lexicon; short answers on exegetical methodology and reading to date)
   \textit{Turn in reading report}
   Observe and interpret grammatical features and key words
   Exodus 32-33 grammatical, syntactical, and lexical issues
   Workshop on lexical analysis

\textit{Assignments for next class}

Read ALL of Alter if possible. The irreducible minimum = chs. 1 & 7
Read Walsh (ON RESERVE, pp. 117-190 only), Read Ryken pp 11-156 ON RESERVE,
Read Stuart on Structure

Class #6 March 9
   \textit{Observe and interpret structure and narrative art}
   \textit{Turn in reading report}
   Hebrew narrative
   Narrative art and the GCN
   Structure and the GCN

\textit{Assignments for next class}
   Prepare for quiz
   Compile a list of observations and interpretations to date
   Think about meaning and significance of all your observations thus far in GCN
Take into consideration the BRI and previous summaries

Class #7 March 16

*Quiz #3* (Translation from Exodus 19:1-20:20; 24 with limited or no use of lexicon; short answers on exegetical methodology and readings to date).
Situate the passage in O.T. literature
The importance of the broader biblical context

*Assignments next class*
- Work on exegesis paper
- Finish Stuart on Historical, Biblical, and Theological contexts
- Read *ASB* on Exodus 32-34

March 23 - 27th = Reading Week

Class #8 March 30

Situate the passage in its cultural environment
The importance of the historical background/other literary documents for interpretation

*Assignments for next class*
- Prepare for quiz:
  - Translate Exodus 34

Class #9 April 6

Quiz #4  (Translation from Exodus 32-34 with limited or no use of lexicon; short answers on exegetical methodology and readings to date).

Situate the passage in N.T. literature
Use of O.T. in N.T.

*Assignments for next class*
- Work on exegesis paper
- Finish Alter or other unfinished readings
Class #10 April 13

   Situate the passage within the biblical-theological framework
   A Biblical-Theological orientation of the GCN

Assignments for next class
   Work on exegesis paper
   Complete all outstanding required and reserve readings

Class #11 April 20

   Contextualization and Application of GCN
      What application is not!
      What application needs to be!
      Application to your life, ministry, contemporary world

   Methodological Review