**PHI 1113 – Old Testament Survey**

**Lisa Pridmore**

**Mississippi Virtual Community College**

**Fall 2014**

**I. REQUIRED TEXT**

The following texts are required for this course. 1) The Old Testament Story (9th edition) by John H. Tullock and Mark McEntire. 2) The New Oxford Annotated Bible, New Revised Standard Version or any other actual translation (i.e. not a paraphrase) of the Bible.

**II. COURSE DESCRIPTION**

The student will survey the Hebrew Bible (Old Testament) with regard to its worth as a literary work, along with significant dates, themes, concepts, and contributions of its characters to that history and literature.

**III. EVALUATION AND GRADING SCALE**

A. There will be two (2) proctored exams and six "open book" exams.

1. Each exam will be comprised of a combination of identification, short answer, matching, multiple choice, and short essay.

2. The proctored exams will be worth 100 points each. The open book exams will be worth 50 points each.

3. Proctored tests will be taken at your local community college or at another arranged testing site. You must make an appointment 72 hours before you wish to take the exam.

4. You MUST pass at least one of the proctored exams with a minimum score of 70 (C) in order to pass the class.

5. Each test will be offered for a certain number of days as indicated on your course schedule.

6. The first exam will be posted under Exams on August 25 and is due September 7. The exams will not be accepted late.

B. There will be one (1) out of class writing assignment.

1. The writing assignment will be worth 100 points.

2. The assignment must be 3-4 type-written pages in length.

3. The paper should include a bibliography listing at least 4 sources, only one of which can be the textbook for this course and one must be a Bible. Only one of the 4 sources can be a website.

4. Detailed information on the paper is available under the Assignments button.

C. Exams and writing assignments will be graded on a ten-point scale. Remember that you must score at least a 70 on at least one proctored test in order to pass the class.

A 90-100 Outstanding, excellent; indicating superior insight and understanding

B 80-89 Very good; indicating a grasp and understanding well above average

C 70-79 Clearly satisfactory; indicating basic competent understanding

D 60-69 Less than satisfactory; indicating some degree of misunderstanding and/or lack of basic understanding

F 59 and below Unsatisfactory; indicating serious misunderstanding and/or significant lack of understanding

**IV. MAKE-UP EXAMS/LATE ASSIGNMENTS**

All make-up exams will be given the week before final exam week. One letter grade will be deducted from any writing assignments turned in late. No make-up work will be accepted after the Final Exam opens.

**V. ATTENDANCE**

Students are required to log on the course Blackboard site at least four times per week. A student’s status in the course will be considered "Current" if contact is being made on a regular basis (three times each week) and is current in all assignments. Students will be considered "Active" if contact is being made on a regular basis, but the student is behind in submitting his/her work. Students will be considered "Inactive" if contact between the student and instructor has been lost. Failure to take tests or to submit completed assignments within respective time ranges will be recorded as absences for the purpose of recording course participation on transcripts. If one weekly assignment is not turned in and the student has not contacted the instructor, the instructor will begin the Notice of Absence process. Students are encouraged to log on each day to check for new assignments that may be posted concerning upcoming assignments/deadlines.

Drop/add for all MSVCC classes is August 25-26 until 4:00 p.m. The last day to withdraw from an MSVCC class is November 7 by 4:00 p.m.

**VI. CHEATING/PLAGAIRISM**

Any work submitted should be each student’s own, original work. Neither cheating (copying another student’s work) nor plagiarism (copying published materials without giving credit to the author) will be tolerated.

Cheating or plagiarism will result in failure of the course. The instructor reserves the right to remove any student from the course for inappropriate behavior in the online environment.

**VII. EMAILS AND FORMAT FOR ASSIGNMENTS**

When emailing the instructor, please include your full name and course number. I teach several online classes and it is impossible to recognize each student simply by the email address. Furthermore, it is often the case that a class will have several students with the same first or last name. Consequently, please include your full name.

All assignments submitted must be in Microsoft Word Document format. No other formats will be accepted for credit. The document name should include your last name, first name and the assignment name. For example, the first writing assignment should be submitted as "Last Name, First Name First Writing Assignment.doc". While this may seem overly specific, it greatly improves the efficiency of downloading, grading and returning assignments.

**VIII. OFFICIAL HINDS CC NOTICE OF NON-DISCRIMINATION STATEMENT**

Hinds Community College offers equal education and employment opportunities and does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, or veteran status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Debra Mays-Jackson, Vice President for Administrative and Student Services, 34175 Hwy. 18, Utica, MS 39175; 601-885-7001.

**IX. VIDEO SURVEILLANCE**

Hinds Community College utilizes Video Surveillance Cameras in order to enhance security and personal safety on its campuses. It has been determined that use of this equipment may prevent losses and aid in the law enforcement activities of the Hinds Campus Police. To ensure the protection of individual privacy rights in accordance with the law, a formal Policy on the Use and Installation of Video Surveillance Equipment has been written to standardize procedures for the installation of this type of equipment and the handling, viewing, retention, and destruction of recorded media. Under no circumstances shall the contents of any captured audio or video recordings be exploited for purposes of profit or commercial publication, nor shall recordings be publicly distributed except as may be required by law.

**X. NETIQUETTE**

The term "netiquette" is a compound of the words "network" and "etiquette". It refers to acceptable codes of practice for interacting with others while online. In order to prevent misunderstandings and promote engaging and meaningful collaboration, extra care must be taken into how you express yourself in your written communication.

**How to Communicate**

* **Be professional** as you communicate. Reread your written text before posting or emailing. In much of the corporate world, writing in all caps is considered yelling and, therefore, is not acceptable in any online communication, nor is texting lingo.
* **Be considerate**. Think about how your words affect others.
* **Be respectful** of the opinions of others and respect your instructor.
* **Be calm**. Try to keep your emotions out of class.
* **Humor and sarcasm**. Because there are no visual cues in distance education, humor and sarcasm are impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
* **Harassment and other offensive behavior**. The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will not be tolerated.
* **Offensive material**. Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, otherwise potentially offensive.
* **Copyrights and intellectual property**. Plagiarism will not be tolerated. Ideas that are copied should always be cited correctly.

**UNIT ONE**

Part 1 - The Book and Those Who Study It

The student will establish an understanding of what the Hebrew Bible is, the genres that constitute it, how the Hebrew Bible began and developed, theoretical frameworks for studying the Hebrew Bible, and how archaeology has been used in biblical studies.

**UNIT OBJECTIVES**

1. Identify: Bible, canon, Septuagint, Vulgate, Masoretic Text, textual criticism, literary and historical studies, redaction criticism, canonical criticism, and socio-historical analysis.

2. Describe the various types of literary materials that make up the Old Testament, including narrative, legal materials, poetry, and wisdom literature.

3. Give the various steps in the canonization of the Hebrew Scriptures.

4. Give the development of the written scriptures along with the possible literary sources of the Documentary Hypothesis, identifying each of the sources known as J, E, D, and P.

5. Name and describe the three major divisions of the Hebrew Bible, giving dates for canonization of each part.

**READING ASSIGNMENT:** Chapter 1 in the textbook.

Part 2 - The Geographical & Historical Settings for the Old Testament

The student will develop an understanding of the context of the Hebrew Bible with regard to its history and geography. Specifically, this section will focus on the Fertile Crescent, Mesopotamia, Asia Minor, Egypt, Syria-Phoenicia, and Palestine and the connection to the Hebrew people and their story.

**UNIT OBJECTIVES**

1. Identify the following groups of people: Hyksos, Sumerians, Akkadians, Amorites, Hurrians, Arameans, Habiru, and Hittites.

2. Identify the Fertile Crescent and explain its significance to the Old Testament.

3. List three major world religions claiming Abraham as progenitor.

4. Explain the reasons for the strategic importance of Palestine and its location in the Near East.

5. What are the four major divisions of Palestine, west to east?

6. What were the two major north-south roads in ancient Palestine, and why were they so important?

**READING ASSIGNMENT:** Chapter 2 in the textbook.

**PARTICIPATION:** Meet & Greet Discussion Forum due August 31.

**EVALUATION:** The student will be evaluated by an open book exam upon completion of the unit. The exam must be taken by September 7.

**UNIT II - THE PENTATEUCH**

Part 1 - Israel Looks at the Beginnings

The student will give an account of the primeval history as found in Genesis 1-11 and trace the stories of the patriarchs (Abraham, Isaac, and Jacob) and Joseph.

**UNIT OBJECTIVES**

1. Identify: Genesis, Adam, Eve, Cain, Abel, Lamech, Noah, Shem, Ham, Japheth, Abraham, Sarah, Isaac, Lot, Hagar, Ishmael, Rebekah, Laban, Esau, Jacob, Israel, Rachel, Leah, Ur, Haran, cave of Macpelah, Sodom and Gemorrah, Joseph, Judah, Asher, Gad, Dan, Issachar, Zebulun, Benjamin, Reuben, Levi, Simeon, Naphtali, Dinah, Ephraim, Manasseh, Potiphar, ark, theophany, Akedah, and birthright

2. Compare the portraits of God in 1:1‑2:4a to Genesis 2:4b‑3:25. What do they say about Israel’s understanding of God.

3. What is a theophany? How are theophanies portrayed in the Book of Genesis?

4. Relate the story of Noah and the Flood as found in Genesis 6‑9.

5. Relate the incident of the Tower of Babel from Genesis 11.

6. Give a brief but accurate account of the significant events in the life of Abraham in Genesis 12‑ 24.

7. Describe the two covenant ceremonies between God and Abraham. (Gen. 15:7-21, 17:1-14)

8. Relate the story of Jacob including the story of his birth, the means by which he gained his birthright, his journey to Paddan-aram, his marriages and his relationship with Laban, and his journey back and meeting with his brother Esau.

9. Explain Laban's anger at having lost his teraphim.

10. Relate the Joseph story from Genesis 37‑50, from the time of his youth until his death.

**READING ASSIGNMENT:** Chapter 3 in the textbook and Genesis

Part 2 - Israel Becomes a People: Exodus and Wilderness

The student will give an account of the Exodus with respect to the importance of the event, the people involved and its significance to Israel. The student will also relate the significance of the wilderness experience to the over‑all history of the Israelites.

**UNIT OBJECTIVES**

1. Identify: Exodus, YHWH, Moses, Zipporah, Miriam, Aaron, Reuel/Jethro, Caleb, Joshua, Korah, Balaam, Amalek, plague, manna, Sabbath, Decalogue, Hebrew, Midian, Mt. Horeb/Sinai, Mt. Nebo, Yam Suph, Passover, Yom Kippur, Tabernacle, mercy seat, burnt offering, circumcision, apodictic law, casuistic law, Holiness Code, and census

2. Tell from which tribe Moses and Aaron came as related in Exodus 2:1‑2.

3. Tell the story of the infant Moses's escape from death in Exodus 2:1‑10.

4. Give an account of Moses's encounter with the Lord in Exodus 3‑4:20.

5. List the ten plagues from Exodus 7:14‑12:32.

6. What provisions did the Lord give the people in the desert when they complained?

7. Identify the system Jethro helped Moses establish in Exodus 18 to hear complaints.

8. What are the Ten Commandments as listed in Exodus 20?

9. Why did Aaron make a golden calf for the people in Moses' absence in Exodus 32?

10. Relate the major concerns of the books of Leviticus, Numbers, and Deuteronomy.

11. Describe the priestly ritual for the Day of Atonement.

12. Tell why the Israelites were not allowed to enter the Promised Land. (Numbers 13:1-14:35)

13. Tell why Moses was not allowed to enter the Promised Land.

14. Give the only two Israelites who left Egypt that were allowed to enter the Promised Land.

**READING ASSIGNMENT:** Chapter 4 in the textbook and Exodus, Leviticus, Numbers, and Deuteronomy

**PARTICIPATION:** Genesis Discussion Forum due September 14.

**EVALUATION:** The student will be evaluated by an open book exam upon completion of the unit. The exam must be taken by September 21.

**UNIT III - JUDGES AND KINGS**

Part 1 - Israel Gains a Home: Joshua and Judges

The student will give an account of the entry into and conquest of Canaan and the role played by the major persons in the days of the Judges.

**UNIT OBJECTIVES**

1. Identify: Joshua, Abimelech, Baal, Rahab, Achan, Othniel, Ehud, Shamgar, Deborah, Barak, Sisera, Jael, Jotham, Gideon/ Jerubbaal, Gilead, Jephthah, Samson, Delilah, Jericho, Gilgal, Ai, the Deuteronomistic History (DH), judge, nazirite, and ban

2. Relate the perspective of the Deuteronomistic History.

3. Explain the contrasting images the books of Joshua and Judges provided of the conquest of Canaan.

4. Summarize the important elements of the story of the Israelite "conquest" of Canaan as recited by the book of Joshua.

5. Describe the Israelite entry into Canaan at the Jordan River in Joshua 3:14‑4:24.

6. Describe the overthrow of Jericho in Joshua 6.

7. Tell what proved to be Achan's downfall.

8. Tell what astronomical event enabled Joshua to battle and give the extra‑Biblical source given in Joshua 10:6‑15.

9. Tell the general theme of the book of Joshua as given in Joshua 24:14‑15.

10. Tell how the judges were chosen and their purpose as related in Judges 2:16.

11. Relate the stories of the major judges in the book of Judges, including Ehud, Deborah, Gideon, Abimelech, Jephthah, and Samson.

12. Give the reason for the near annihilation of the tribe of Benjamin in Judges 19‑21.

**READING ASSIGNMENT:** Chapter 5 in textbook and Joshua and Judges.

Part 2 - The Beginning of the Monarchy: Samuel, Saul, and David

The student will trace the events in which Israel made the transition from judges to kings, examine the roles and significance of Samuel, Saul, and David, and give an account of the relationships between these three men.

**UNIT OBJECTIVES**

1. Identify: Elkanah, Hannah, Samuel, Eli, Hophni, Phineas, Jesse, David, Goliath, Saul, Michal, Jonathan, "the Witch (medium) of Endor", Dagon, Ramah, Gath, Ekron, Ashdod, Shiloh, monarchy, cherubim, anoint, succession, dynasty, Ziklag, Gilboa, Hebron, Abner, Joab, Uzzah, Nathan, Mephibosheth, Uriah, Bathsheba, Amnon, Tamar, and Absalom

2. Tell what Hannah's disappointment was as related in 1 Samuel 1:1‑8.

3. Relate the story of Samuel's call from God and tell why Samuel was reluctant to tell Eli what God had told him as found in 1 Samuel 3:1‑18.

4. Be able to explain the significance of Samuel as a judge, prophet, and kingmaker among the Israelites during the transitional period between the time of the judges and the monarchy.

5. Tell the events surrounding Eli's death as related in 1 Samuel 4:16‑18.

6. Tell why the Israelites desired a king and the major arguments given by Samuel against the monarchy in Israel in 1 Samuel 8.

7. Survey the life of Saul, including his upbringing, the circumstances that led him to the monarchy, and his relationship with Samuel. Describe Saul's rocky reign as Israel's first king, in particular relate why God rejected Saul as king as found in 1 Samuel 13:1‑15 and 1 Samuel 15:17-26.

8. Give David's home town and his occupation. Also, describe the two different versions of David's introduction to Saul's court (1 Samuel 16‑1 8).

9. Tell why David did not want Saul harmed as related in 1 Samuel 24:10.

10. Give David's relationship with the Philistines during the latter part of the reign of Saul as related in 1 Samuel 27:1‑6 .

11. Tell how Saul and Jonathan died. Also, who retrieved their bodies and why? See 1 Sam. 31.

12. Give the circumstances surrounding the defection of Abner in 2 Samuel 2:8-3:6.

13. Name David's first capitol, the length of his reign there, and why he moved it as related in 2 Samuel 2:1‑4, 11; 5:1‑7.

14. Relate David's anointing as king in 1 Samuel 16:13 and 2 Samuel 2:4 and 5:3.

15. Tell of David's relations with Bathsheba and Uriah and relate the parable the prophet Nathan told to identify his sin as related in 2 Samuel 11‑12.

16. Give the events that led to Absalom's rebellion against David in 2 Samuel 13‑16.

17. Tell about the census that David ordered from 2 Samuel 24.

18. Tell what building David desired building but was not allowed to in 2 Samuel 7.

**READING ASSIGNMENT:** Chapter 6 in the textbook and 1 and 2 Samuel.

**PARTICIPATION:** Judges Discussion Forum due September 28.

**EVALUATION:** The student will be evaluated by an open-book exam. The exam must be taken by October 5.

**MID-TERM EXAM**

The student will be evaluated by a proctored exam covering the first 3 Units of the course. The student must make an appointment at a proctor site at least 48 hours in advance of taking the test. The test must be taken between October 6 and October 12.

**UNIT IV -- THE KINGDOM DIVIDED**

Part 1 -- The Division of the Monarchy I: The Reign of Solomon and the Story of the Northern Kingdom

The student will trace the history of Solomon, the third (and last) monarch of the united kingdom of Israel. The student will also give an account of the circumstances that led to the division of the kingdom and the history of the northern kingdom of Israel, including the roles of notable kings and the prophets Elijah and Elisha.

**UNIT OBJECTIVES**

1. Identify: Ahab, Jezebel, Elijah, Elisha, Samaria, Mount Carmel, Jehu, Jeroboam II, Syro-Ephraimitic War, Naboth, Naaman, mantle, altar, Baal, Chronistic History, empire, leprosy, molten sea, prophet, temple.

2. List Solomon's allies in his quest for the throne upon David's death in 1 Kings 1:5‑40.

3. List Adonijah's allies in his quest for the throne upon David's death in 1 Kings 2:22-35.

4. Tell what royal personage Solomon married from 1 Kings 3:1.

5. Tell the story of the two women seeking Solomon's wisdom in 1 Kings 3:16-23.

6. List the buildings in Solomon's building program from 1 Kings 6-8.

7. Name the Arabian princess who visited Solomon's court and her reaction in 1 Kings 10.

8. List the areas of Solomon's influence from 1 Kings 10:22‑29.

9. Give the number of Solomon's wives and concubines related in 1 Kings 11:3.

10. Tell Solomon's failure as king from 1 Kings 11:4.

11. Describe the circumstances that led to the division of the Israelite kingdom at Solomon's death.

12. Give the religious misdeeds for which Ahab is best remembered in 1 Kings 16:30‑34.

13. Relate the story of Elijah's contest with the prophets of Baal found in 1 Kings 18.

14. Explain why Elijah fled to Beer‑sheba and Horeb after his victory on Mt. Carmel as related in 1 Kings 19:2‑1 0.

15. Tell why it was that Naboth was unwilling to sell his vineyard to Ahab in 1 Kings 21:3.

16. Tell the purpose of the alliance between Ahab and Jehoshaphat from 1 Kings 22 that led to Ahab's demise.

17. Tell the story of Elijah's "passing" and his choice of successor from 2 Kings 2:1‑12.

18. Give the physical ailment of Naaman and what happened to him as found in 2 Kings 5:1-14.

19. Name the series of deeds for which Jehu is best remembered in 2 Kings 9:14‑10:28.

20. What international conditions make it possible for Israel and Judah to flourish during the reigns of Jeroboam II and Uzziah?

21. How might Jeroboam's reign be evaluated from a purely political perspective?

**READING ASSIGNMENT:** Chapter 7 in the textbook, portions of 1 Kings and 2 Kings as listed in the textbook.

Part 2 - The Division of the Monarchy II: The History of the Southern Kingdom

The student will give an account of the history of the southern kingdom of Judah in the eighth century

**UNIT OBJECTIVES**

1. Identify: Rehoboam, Ahaziah, Athaliah, Joash, Uzziah, Ahaz, Hezekiah, Sennacherib, Josiah, Megiddo, Babylon, Jehoiakim, Jehoiachin, Pharoah Neco, high places, pagan, tribute, Syria and Egypt.

2. Who was Athaliah? Why is she a significant figure in Israel's story?

3. What were Uzziah's major accomplishments as king of Judah?

4. What role did Ahaz play in the eventual downfall of Israel?

5. Give the religious institution with which Joash (Jehoash) is closely linked in 2 Kings 12:4‑16.

6. What was the significance of the names Isaiah and his wife gave their children?

7. How did Hezekiah prepare for a possible invasion by the Assyrians during Sennacherib’s reign?

8. How did Manasseh's reign differ from that of his father Hezekiah?

9. Describe the reform that took place in Josiah's time. Why is it called the Deuteronomic Reform?

**READING ASSIGNMENT:** Chapter 8 in the textbook and portions of 1 & 2 Kings, Isaiah, and 2 Chronicles as listed in the textbook.

**PARTICIPATION:** David vs. Solomon Discussion Forum due October 19.

**EVALUATION:** The student will be evaluated by an open book exam upon completion of the unit. The exam must be taken by October 26.

**UNIT V - THE EXILE, RESTORATION, AND AN INTRODUCTION TO PROPHETIC LITERATURE**

Part 1 - The Exile and Restoration: Redefining Israel

The student will trace the history of the Israelite people after their return from exile. This history will include an examination of the international situation and the restored community, focusing particularly on the roles and significance of Ezra and Nehemiah.

**UNIT OBJECTIVES**

1. Identify: Ezra, Nehemiah, parallelism, Cyrus, Aramaic, Sukkoth, deportation, restoration, Persia, acrostic, lament, siege, Second Temple, Targumin, Torah

2. How many poems comprise the book of Lamentations? What kind of poems are they?

3. What does Lamentations tell us about conditions in Jerusalem during the Babylonian siege?

4. How did Cyrus's conquest of the Babylonians affect the Jews in exile?

5. What sorts of obstacles and opponents were faced by the returning Jews in Palestine?

6. What were Ezra’s reforms?

7. The reading of the law by Ezra in Nehemiah 8 led to what 3 things?

8. What were Nehemiah’s accomplishments as governor?

9. How did Ezra and Nehemiah address the issue of foreign wives? Why?

**READING ASSIGNMENT:** Chapter 9 in the textbook and Lamentations, Ezra, and Nehemiah.

Part 2 – The Prophetic Literature I: An Introduction to Prophetic Literature and the Book of Isaiah

The student will give an account of the role of prophetic literature in the history of Israel, giving particular attention to the book of Isaiah.

**UNIT OBJECTIVES**

1. Identify: Isaiah, Deutero-Isaiah, apocalyptic, call narrative, oracles, suffering servant, restoration, servant songs, theophany

2. The second section of the Hebrew canon is called the Prophets and is traditionally divided into what two groups?

3. Identify the four scrolls that make up the Former Prophets.

4. Identify the four scrolls that make up the Latter Prophets.

5. Describe Isaiah's call to be a prophet. Was the message he was given primarily negative or positive?

6. What are the arguments supporting the single- and multiple-authorship views of the book of Isaiah?

7. What are the five major sections into which Isaiah 1-39 can be divided, and what is the central idea in each part?

8. Briefly describe the graphic way Isaiah illustrated his prophecy in Isaiah 20.

9. What are the Servant Songs?

**READING ASSIGNMENT:** Chapter 10 in the textbook and Isaiah

**PARTICIPATION:** Rebuilding Discussion Forum due November 2.

**EVALUATION:** The student will be evaluated by an open book exam upon completion of the unit. The exam must be taken by November 9.

**UNIT VI – MORE PROPHETIC LITERATURE**

Part 1 - The Prophetic Literature II: The Scrolls of Jeremiah and Ezekiel

The student will give an account of the lives and messages of Jeremiah and Ezekiel.

**UNIT OBJECTIVES**

1. Identify: call narrative, sign-acts, Ezekiel, Pharoah Hophra, Jehoiachin, Jehoiakim, Zedekiah, allegory, siege, deportation, Jeremiah, Baruch , and Anatoth

2. What were the two visions associated with Jeremiah's call?

3. How did Jeremiah compare Josiah and Jehoiakim?

4. The Temple Sermon as found in Jeremiah 7 attacks what popular notion?

5. Briefly describe the visible way Jeremiah illustrated his prophecy in Jeremiah 27-28.

6. What act of Jeremiah demonstrated his faith in the future of the nation?

7. Why was Jeremiah considered a traitor by many of the people of Jerusalem?

8. One of the unique features of the Book of Jeremiah is a series of oracles called "the confessions of Jeremiah." What is the significance of the confessions as a whole?

9. What symbolic actions did Ezekiel act out, and what was their significance?

10. What vision symbolized for Ezekiel the inevitable doom of Jerusalem?

11. Why did Ezekiel not mourn his wife's death?

12. Name four allegories that Ezekiel used.

13. What was the meaning of Ezekiel's vision in the valley of dry bones?

14. What is the significant vision in Ezekiel 40-48 and what does it mean?

**READING ASSIGNMENT:** Chapter 11 in the textbook, and Ezekiel and Jeremiah

Part 2 – The Prophetic Literature III: The Book of the Twelve and the Continuation of the Prophetic Tradition

The student will give an account of the various prophets who are part of the Book of the Twelve, with particular attention being given to the prophets’ lives and messages.

**UNIT OBJECTIVES**

1. Identify: the Day of the Lord, Amos, Hosea, Gomer, Jezreel, Lo-ruamah, Lo-ammi, Haggai, Zechariah, Second Temple, Edom, Nineveh, Obadiah, Zephaniah, Nahum, Micah, Malachi, Joel, Jonah, Haggai, and Habakkuk

2. List the books that make up the scroll named The Book of the Twelve.

3. Summarize the life and work of Hosea and tell why he was important.

4. List the main themes of Joel.

5. Summarize the life and work of Amos and tell why he was important.

6. List the main themes of each of the prophetic books which focus on Jerusalem and Nineveh: Obadiah, Micah, Nahum and Jonah.

7. Compare Isaiah's attitude toward Jerusalem with that of Micah.

8. What did Micah see as the evils of Israelite society?

9. How does the book of Nahum portray God and what is the primary subject of the book?

10. What is the major idea in the book of Zephaniah? What prophet had a significant influence on Zephaniah?

11. Why is Habakkuk referred to as a "philosopher prophet"?

12. Haggai's preaching encouraged the restored community to do what?

13. In his closing oracle, what did Zechariah see and what is the significance of this vision?

14. What is unique about the form of the book of Malachi?

**READING ASSIGNMENT:** Chapter 12 in textbook and Hosea, Amos, Joel, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Malachi, and Zechariah

**PARTICIPATION:** Prophets & Kings Discussion Forum due November 16.

**EVALUATION:** The student will be evaluated by an open book exam upon completion of the unit. The exam must be taken by November 23.

**UNIT VII - WISDOM & THE WRITINGS**

Part 1 - A Legacy of Israel: Wisdom Literature and Psalms

The student will assess the themes, narratives, and religious values of Proverbs, Ecclesiastes, Song of Songs, and Psalms.

**UNIT OBJECTIVES**

1. Identify: wisdom, proverb, retribution theology, theodicy, vanity, psalm, hallelujah, hymn of praise, imprecatory psalms

2. Explain the background and development of the wisdom tradition in ancient Israel.

3. List the different categories of wisdom literature and which biblical book serves as an example of each.

4. Explain the structure and purpose of the book of Proverbs.

5. Summarize the contents and basic theological purpose of the book of Job.

6. Summarize the purpose and theological outlook of the book of Ecclesiastes.

7. Describe the original purpose of the Song of Songs and the theological disputes that have surrounded it.

8. List the major categories of psalms in the book of Psalms as well as their characteristics.

**READING ASSIGNMENT:** Chapter 13 in the textbook and Proverbs, Job, Ecclesiastes, Song of Songs, and Psalms

Part 2 - The Time of Silence: Judah in Eclipse

The student will assess the themes, narratives, and religious values of Daniel, Esther, and Ruth.

UNIT OBJECTIVES

1. Identify Daniel, Boaz, Ruth, Naomi, Mara, Mahlon, Chileon, Esther, Ahasuerus, Mordecai, Vashti, Haman, Ptolemies, Seleucids, hellenistic, Maccabeans, Hasmoneans, Levirite marriage, chiasm, and apocalyptic literature

2. Summarize the main historical events which led to the fall of the Persian Empire, the rise of Greek states in the near east, and the Maccabean Revolt.

3. Explain the basic purpose of apocalyptic literature and how the book of Daniel fits into this genre.

4. Summarize the general background and structure of the book of Daniel. How do the Daniel stories in the book appeal to the historical context in which the book was written?

5. Explain the distinction between particularism and universalism in post-exilic Jewish theology and list which post-exilic books champion either of these perspectives.

6. What position concerning Jewish ethnicity does the book of Esther support?

7. Why do some interpreters view the book of Ruth as a response to the marriage policies in Ezra and Nehemiah?

8. What are the connections between the book of Ruth and the book of Judges?

**READING ASSIGNMENT:** Chapter 14 in the textbook and Daniel, Esther, and Ruth

**EVALUATION:** The student will write a 3 to 4 page research paper on one of the Biblical books discussed in the unit. The paper is due November 30. No late papers will be accepted.

**FINAL EXAM - PHILOSOPHY 1113: Old Testament Survey**

The student will be evaluated by a proctored exam which must be taken between November 28 and December 5. This exam will be comprehensive in nature, covering all reading assignments, open-book tests, and class lectures.