

**BIBHB-601 Pentateuch: The Book of Exodus
Spring Semester, 2023**

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Room
Thursdays 1:00 to 4:00 pm

Course objectives:

- knowledge of the book of Exodus, its canonical and historical setting, its laws, and theological themes
- exposure to a range of contemporary interpretations, based on varying cultural contexts
- development of methodological skills
- consideration of the ethical issues raised in the text: “Exodus and its discontents”
- engagement with artistic depictions of the exodus motif, including popular movies and plays (for example, *The Ten Commandments*, *The Prince of Egypt*, and *A Raisin in the Sun*)

Required texts (accessed October 10, 2022):

The HarperCollins Study Bible (2006), ISBN-13: 9780060786847, Price: \$40.49 at amazon.com **OR**

The New Oxford Annotated Bible, Fifth edition (2018), ISBN-13: 978-0190276089, \$25.55 with 36% discount at amazon.com

Terence E. Fretheim, *Interpretation Series: Exodus* (Louisville: John Knox Press, 2010, (paperback) ISBN-13: 9780664236199, Price: \$21.49 at amazon.com (a Kindle version is available also).

Thomas B. Dozeman, ed., *Methods for Exodus* (New York: Cambridge University Press, 2010 (paperback), ISBN-13: 9780521710015, Price: \$17.00 at amazon.com (Kindle version).

Walter J. Harrelson, *The Ten Commandments for Today* (Louisville, KY: Westminster John Knox Press, 2006), a Kindle version is available for \$13.50 on amazon.com

Additional readings that are assigned will be available on the course Moodle site.

Course requirements:

Regular attendance and active participation in all discussions (and leading class discussions on 2 readings chosen)	30%
Lectionary exegesis papers (4-5 pages)	35%
Brief analytical paper (5-6 pages, due Friday, May 19, 2018)	35%

All submitted papers should include a bibliography

Course expectations:

- completion of reading assignments before each class
- active and informed participation in class sessions
- punctual and regular attendance at all class sessions

Attendance at all class sessions is mandatory and it is expected that you will give your full attention to the discussions in the class. To facilitate your engagement with the class, cellphones and earpieces must be turned off and put away. It would be better if laptops were not used in the class because their use negatively impacts discussions. If they are used, however, they can only be used for taking notes.

Our class discussions will supplement and integrate the readings rather than repeat that material. For this reason, missing a class damages the learning process. Consequently, two absences will result in a substantial lowering of your final grade. Three or more absences will prohibit the successful completion of the course. Partial absences due to tardiness or early departures, among other things, will count towards missing a full class session. If you have to miss a class for any reason, please inform me in advance by telephone or email.

Class participation will include each student leading the class discussions on 2 readings assigned for the course. One of these 2 readings must come from a chapter from *The Ten Commandments for Today* (Harrelson). The other reading must be a contemporary/contextual interpretation listed in the syllabus.

Each presentation should take no more than 15 minutes. The presentation should include a concise summary of the material, an analysis of its similarities and differences with other readings, and a question about the reading that the class will discuss.

All assignments must be submitted to receive a final grade in the course. Furthermore, all assignments must be submitted on the date specified. Requests for extensions are strongly discouraged. Any extension granted for any assignment will result in the lowering of your final grade.

Lectionary exegesis

Choose one of the lectionary passages from the book of Exodus and write a brief exegesis of the text (4-5 pages double-spaced and a maximum of 5 pages). Any issues concerning textual

variances, translations, redaction, and so forth, are to be covered. In addition, the final section of your exegesis should include possible preaching themes based on your research. Whenever possible, incorporate insights from the contextual readings used in the course. This assignment must be presented during a class session (but the written version may be submitted later in the course).

A brief analytical paper

This brief paper should discuss a theological, hermeneutical, or an ethical theme addressed in the course and it can be based exclusively on readings covered in our reading.

Length: 5-6 pages.

Due: Monday, May 17, 2018 (except for graduating seniors who have an earlier deadline).

Note: These assignments are for MDiv students and they will be modified for students in other degree programs.

M.T.S.

Students may (instead of the lectionary exegesis OR brief analytical paper) write a paper that situates the book of Exodus within the themes of the Pentateuch, as presented in *An Introduction to the Study of the Pentateuch* by Bradford A. Anderson and Paula Gooder, 2nd ed (T&T Clark, 2017).

https://www.amazon.com/Introduction-Pentateuch-Approaches-Biblical-Studies/dp/056765639X/ref=sr_1_1?dchild=1&keywords=bradford+anderson&qid=1607482910&s=books&sr=1-1

Ph.D.

Students must meet the weekly requirements for course readings and participation in discussions, as well as complete the assigned readings in the Eerdmans Critical Commentary on Exodus by Thomas B. Dozeman. Students will then have sessions with the professor to discuss that material during the semester.

Written assignments will be 2 article summaries, one of the short papers (lectionary exegesis or themes of the Pentateuch) and a final research paper of about 20 pages in length.

https://www.amazon.com/Exodus-Eerdmans-Critical-Commentary-Dozeman-dp-0802826172/dp/0802826172/ref=mt_other?_encoding=UTF8&me=&qid=1607483541

Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.

(See 19-20 Handbook, 9)

- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Assignment Schedule

Session 1: Introduction

Fretheim, Introduction, 1-22.

Judy Fentress Williams, "Exodus" in *The Africana Bible*, 80-88.

Session 2: Growth and Bondage in Egypt

Exodus 1-2

Fretheim Part One (23-50)

Renita J. Weems, "The Hebrew Women are not like the Egyptian Women: The Ideology of Race, Gender, and Sexual Reproduction in Exodus 1," *Semeia* 59: 25-34 (1992).

J. Cheryl Exum, "'You Shall Let Every Daughter Live': A Study of Exodus 1.8-2.10," and "Secondary Thoughts about Secondary Characters: Women in Exodus 1.8-2.10," in *A Feminist Companion to Exodus to Deuteronomy*, ed. Athalya Brenner. Sheffield: Sheffield Academic Press, 1994, 37-61 and 75-87.

Wilda C. Gafney, *Womanist Midrash: A Reintroduction to the Women of the Torah and the Throne* (Louisville: Westminster John Knox, 2017), 86-106.

Session 3: Moses and God: Call and Dialogue

Exodus 3:1-4:17

Fretheim, Part Two (51-74)

Rebecca Alpert, "Exodus" in *The Queer Bible Commentary*, 61-76.

Irene Monroe, "When and Where I Enter: Que(e)rying Exodus," in *Take Back the Word* (82-91)

Bob Ekblad, "Journeying with Moses Toward Solidarity: Shifting Social and Narrative Locations of the Oppressed and their Liberations in Exodus 2-3," in *Reading Other-Wise*, 87-102.

Session 4: Moses and God: Call and Dialogue

Exodus 4:18-7:7

Fretheim, Part Two (75-103)

David Pettit, "When the Lord Seeks to Kill Moses," *JSOT* 40.2 (2015): 163-177.

Robert Allen Warrior, "A Native American Perspective: Canaanites, Cowboys, and Indians," in *Voices from the Margin* (1991).

Randall Bailey, "He Didn't Even Tell Us the Worst of It!" *Union Seminary Quarterly Review* 59:15-24 (2005)

Esther Haejin Park, "Women in Exodus and Asian Immigrant Women: Asian Female Immigrants' Bible Reading Strategy on Exodus 1-4," in the *T&T Clark Handbook of Asian American Biblical Hermeneutics*, 220-228.

Session 5: The Plagues

Exodus 7:8-11:10

Fretheim, Part Three (104-132)

Methods for Exodus, Introduction and Chapter 1 (Literary/Rhetorical Criticism)

Claire McGinnis, "Exodus as a 'Text of Terror' for Children, in *The Child in the Bible*, 24-44.

Gregory Cuellar, "A Migrant-Centric Reading of Exodus 2: Tactics of Survival for Immigrant Women and Their Unaccompanied Children," *Biblical Interpretation* 26 (2018): 499-514.

Session 6: From Passover to Praise

Exodus 12:1-15:21

Fretheim, Part Four (133-170)

Methods for Exodus, Chapter 2 (Genre Criticism)

Matthew J.W. Coomber, "Before Crossing the Jordan: The Telling and Retelling of the Exodus Narrative in African American History," in *Exodus and Deuteronomy*, 123-138.

Session 7: The Wilderness Wanderings

Exodus 15:22-18:27

Fretheim, Part Five (171-200)

Methods for Exodus, Chapters 3 (Source/Redaction Criticism) and 4 (Liberation Criticism)

Harrelson, *Ten Commandments for Today*, Chapters 1 and 2

Session 8: Law and Covenant

Exodus 19:1-20:11

Fretheim, Part Six (201-220)

Methods for Exodus, Chapter 5 (Feminist Criticism)

Harrelson, *Ten Commandments for Today*, Chapters 3 and 4

Cheryl A. Kirk-Duggan, “How Liberating is the Exodus and For Whom? Deconstructing Exodus Motifs in Scripture, Literature, and Life,” in *Exodus and Deuteronomy*, 3-28.

Session 9: Law and Covenant

Exodus 20:12-24:18

Fretheim, Part Six (220-239)

Methods for Exodus, Chapter 6 (Postcolonial Criticism)

Harrelson, *Ten Commandments for Today*, Chapters 5 and 6

Cheryl B. Anderson, “The Eighth Commandment: A Way to King’s ‘Beloved Community’”

Session 10: The Book of the Covenant

Fretheim, Part Seven (239-262)

Harrelson, *Ten Commandments for Today*, Chapter 7

Cheryl Anderson, *Women, Ideology, and Violence*, 101-117.

William S. Morrow, *Introduction to Biblical Law*, Chapter 3 (73-108)

David Clines, “Being a Man in the Book of the Covenant,” in *Reading the Law*, ed. J.G. McConville and Karl Moller (3-9)

Session 11: The Plan for the Tabernacle

Exodus 25:1-31:18

Fretheim, Part Seven (263-278)

Richard Anthony Purcell, "Yhwh, Moses and Pharaoh: Masculine Competition as Rhetoric in the Exodus Narrative," *Journal for the Study of the Old Testament* 44(4) (2020): 532-550.

Mai-Anh Le Tran, "Of Mythologies, Exodus, and Adaptations: A Brief Account of a People Called Viet My (Vietnamese Americans)," in the *T&T Clark Handbook of Asian American Biblical Hermeneutics*, 68-80.

Session 12: The Fall and Restoration of Israel/The Tabernacle

Exodus 32:1-34:35 and Exodus 35:1-40:38

Fretheim, Part Eight and Nine (279-316)

Walter Brueggemann, Exodus 35:1 to 40:38 in the *NIB*, volume 1, pages 957-981
(The NIB is available on Ministry Matters through the Garrett library website)

Ralph Klein, "Back to the Future: The Tabernacle in the Book of Exodus," *Interpretation* 50 no. 3 July 1996, 264-276.

Final papers are due on Friday, May 19, 2023 (except for graduating seniors who have an earlier deadline). Requests for extensions are discouraged. Any extension granted for any assignment will result in the lowering of your final grade.