

Associated Canadian Theological Schools of Trinity Western University

BOT 622 OL: Exposition of Exodus

3 credit hours
RES 500, BIB 505
Course Developed by Larry Perkins, Ph.D.
FA21: Oct 25 – Dec 18, 2021

Phone – 604-888-7592, ext. 3861
Length of Course – Eight Weeks

I. Course Description

This study of Exodus seeks to elucidate the message and significance of the second book of the Hebrew canon (in the essential form that we have it today) both to its presumed initial audience, as well as to 21st century recipients. Historical, cultural and literary backgrounds are considered when they contribute to discerning the intended meaning of the book in its final form. The content of the book reviewed, selected portions are analyzed in detail, and significant theological themes identified along with some of their implications. Interaction with commentary and theological literature is included and participants are expected to engage some of this literature as they prepare their assignments. Participants should expect to develop their capacity to interpret narrative and legal materials in the Hebrew canon.

II. Learning Outcomes

By the end of this course, the participant should be able to:

- 1/ define the intended message and canonical and theological significance of the book of Exodus;
- 2/ evaluate critically the various options used to explain the context(s) out of which this inspired text arose and proposals regarding the issues and audience that text as received seeks to address;

3/ explain the role of historical and literary criticism in the interpretation of the book of Exodus;

4/ describe the translation and interpretation history of various portions of Exodus;

5/ explain the continuing cultural, liturgical, theological and ethical significance and applicability of Exodus within the Christian community (i.e., its use by Jesus and early Christian leaders) and to some degree the Jewish community.

III. Course Textbooks

Exodus in both the New Revised Standard Version and *A New English Translation of the Septuagint* (ed. Albert Pietersma and Benjamin Wright; New York: Oxford University Press, 2009).

Hamilton, Victor. *Exodus. An Exegetical Commentary*. Grand Rapids, MI: Baker Press, 2011.

Hoffmeier, James K. *Ancient Israel in Sinai*. Oxford: OUP, 2005.

Perkins, Larry. *Interpreting Exodus*. Self-published. 2021. [Text of video presentations.]

Sarna, Nahum M. *Exploring Exodus*. New York: Schocken, 1986, 1996.

Wright, Christopher J.H. *Old Testament Ethics for the People of God*. Downers Grove: IVP, 2004.

More detailed bibliography will be found in these publications.

IV. Course Assignments

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3-credit course. This includes time spent in class, so unexcused absences will result in grade reductions. If a student is absent from more than one day of classes without good reason (e.g., health, unavoidable work responsibilities), then the final grade will be affected. For full credit, assignments should be completed on time. Grades for late written work may be reduced 5% per day (weekends = one day) to a maximum reduction of 35%. All assignments must be completed to receive credit for this course. Those that have not come in by end of the course. **All assignments should be submitted online through email as word documents (not as pdf's) to the professor (perkins@twu.ca).**

Several kinds of assignments assist you to accomplish the course outcomes in meaningful ways.

1. Readings: read the book of Exodus in the NRSV and NETS translations, and the textbooks by Hamilton, Hoffmeier, Sarna and Wright. These readings are to be completed in accordance with the eight-week course schedule found below in this syllabus. The student submits a signed copy of the reading report at the end of the course.

2. Forums and Discussions

Assignment: Online Forum Participation (24 % of the final grade)

This course has four online forum weeks where you will have an opportunity to interact with others in the class around key questions, assignments and/or additional lecture material. You should plan to invest approximately four hours into each forum week. Each forum is worth 6% of your final grade.

Here is when the forum weeks will happen (please note that the forum weeks start on a Monday and end on a Saturday):

- Week 2
- Week 3
- Week 5
- Week 7

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- Very basic comments such as “I agree” or “I disagree.”
- Restating what someone has said (unless there is a direct purpose in doing so).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others’ thinking:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...

- Do you think...

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

3. **Ethics and the Book of Exodus:** write a 2500 word paper in which you examine and discuss a contemporary ethical issue in the light of the theological perspective of the book of Exodus and the ideas put forward by Christopher Wright in *Old Testament Ethics for the People of God*. Feel free to choose an issue that arises out of any relevant social context, e.g. the legal system, politics, economics, religion, arts, or culture. Citation and other use of sources must be scrupulously and properly documented. **Due: November 19.** This is worth 25% of the final grade.
4. **Expository Paper:** write a 3000 word expository paper on Exodus 33 (word count applies to the body of the paper only). In the paper you must:
 - a. discuss relevant biblical, historical, cultural or literary backgrounds which contribute to your understanding of the passage;
 - b. describe how the passage functions in relation to the rest of the book of Exodus and to the Pentateuch;
 - c. discuss briefly how other parts of the canon may have referenced and used portions of Exodus 33;
 - d. outline the structure and describe the compositional flow of the passage;
 - e. identify any key word(s) and explain why it/they are key and what it/they mean;
 - f. explain any significant point(s)/idea(s)/theme(s) to which the preceding steps lead you in your study of this passage;
 - g. suggest at least one specific, contemporary application/illustration that you would use to communicate this/these point(s) if you were expositing this passage in your home congregation.

This paper is to be well-researched, properly footnoted, and is to include an outline/table of contents (the headings of which appear in the body of your paper) and a bibliography of works consulted and cited. You may consult the class texts, reference works (concordance, Bible dictionary/encyclopedia, theological dictionary, etc.) and other reputable and recent books and journals/periodicals (but not Bible Study notes). At least ten to twelve such sources (including at least 3

journal articles) should be used. However, be sure to employ these sources for background and contextual information. Do not simply survey the interpretations of commentators for the passage that you investigate but give evidence of having worked through interpretative issues for yourself. Citation or other use of sources must be scrupulously documented. This paper is due **December 18**. It is worth 35% of the final grade.

- 5. Textbook Evaluations and Reading Statement:** Write a 500 word paper in which you provide your reflections on reading the text by Hamilton and Sarna. **Attach the Reading Statement (which you must complete and sign) to the front of this paper and submit both by December 18. This assignment is worth 16% of the final grade.**

Notes:

- Grades for written assignments will be based both on their content and the quality of the student’s writing.
- Plagiarism in submitted assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Grade allocation:

Forums and Responses (weeks indicated).....	24%
Ethics and Exodus Paper (Nov 19)	25%
Textbook Evaluations and Reading Statement (Dec 18).....	16%

Expository Paper (Dec 18).....35%

Should a personal emergency arise which prevents you from completing assignments in accordance with the schedule, please let the faculty person know so that adjustments can be implemented.

Course Schedule:

Week	Video Presentations	Reading Schedule	Forum Questions and Other Assignments
One Oct 25-30	<p>Session One: Introduction and Issues of Interpreting Narrative</p> <p>1. Defining the Composition – text, genres, narrative framework, purpose</p> <p>2. Interpreting a complex composition in the OT – method, issues of canon, authorship, time of composition, and intended audience</p> <p>3. Relationship of contents to the implied historical context. Israel and Egypt – archeological and other factors. Relationship between time of the events narrated and the time of composition.</p>	<p>Read:</p> <p>Hamilton: pp. xxi-xxix;</p> <p>Sarna: Foreword, Preface, Introduction;</p> <p>Wright: pp. 11-20, ch. 12;</p> <p>Hoffmeier: Foreword, ch.1.</p>	<p>Forum # 1 – Question</p> <p>It is difficult to reconstruct the process by which the text of Exodus, as we have it, came to be, for whom this was done, and when.</p> <p>Share your conclusions about these questions.</p> <p>How do you understand that relationship between the text and the events it relates? Is it important to your faith that this narrative presents a faithful account of these events? Why?</p>
Two Nov 1-6	<p>Session Two: Exodus as ‘Narrative Theology’</p> <p>4. Theological themes within the composition</p> <p>5. Exodus 1-2 – setting the scene - connection with the narrative of Genesis.</p> <p>6. The character Moses and his narrative function, as well as historical and political role</p>	<p>Read:</p> <p>Hamilton: pp. 1-43;</p> <p>Sarna: chs. 1-2;</p> <p>Wright: chs. 13-14;</p> <p>Hoffmeier: chs.2-3.</p>	
Three	<p>Session Three:</p>	<p>Read:</p>	<p>Forum # 2 - Question:</p>

<p>Nov 8-13</p>	<p>Understanding the Characters of Moses and Pharaoh.</p> <p>7. Exodus 3-4 – Moses’ commission and the introduction of Yahweh</p> <p>8. Exodus 5-6 – Initiating the commission – engagement with Pharaoh</p> <p>9. Exodus 7-11 – First nine Plagues</p>	<p>Hamilton: pp. 43-174;</p> <p>Sarna: chs.3-4;</p> <p>Wright: chs. 1-4.</p>	<p>Without a doubt Exodus takes the prize for the most ‘theophanies’ narrated in any OT book. Why do you think the writer emphasizes these divine interactions with humans to such a degree? What do they add to the intended message of the document? Based on Yahweh’s revelation to Moses in Ex. 34, what do you think the author emphasizes about Yahweh?</p> <p>How do you “see God” today? In what ways does he reveal himself to you?</p>
<p>Four Nov 15-20</p>	<p>Session Four: Deliverance from Egypt</p> <p>10. Exodus 12 – Tenth Plague and initiation of Passover, Feast of Unleavened and departure from Egypt</p> <p>11. Exodus 13-14 – Destruction of Egyptian Military and foray into the desert</p> <p>12. Exodus 15 – Moses’ Song; On the way to Sinai –</p>	<p>Read:</p> <p>Hamilton: pp. 175-290;</p> <p>Sarna: chs. 5-6;</p> <p>Wright: chs. 7, 10 Appendix;</p> <p>Hoffmeier: chs. 4-6.</p>	<p>Assignment # 1 due at the end of this week (Nov 19, 5pm).</p> <p>Ethics and the Book of Exodus</p>
<p>Five Nov 22-27</p>	<p>Session Five: Yahweh’s New Identity for Israel</p> <p>13. Exodus 16-18 -- Yahweh’s provisions and Israel’s tests</p> <p>14. Exodus 19-20 -- Arrival at Sinai – Yahweh forms Israel as a Nation</p> <p>15. Exodus 20 – The “Ten Words” from Yahweh 15.</p>	<p>Read:</p> <p>Hamilton: pp. 293-446;</p> <p>Sarna: chs. 7-8;</p> <p>Wright: ch. 9;</p> <p>Hoffmeier: chs. 7-8.</p>	<p>Forum # 3 - Question:</p> <p>Apart from Yahweh, Moses is the primary character in the book of Exodus. After reading Exodus, what picture of Moses do you have? What kind of relationship did he have with Yahweh? What roles did he have within Israel?</p> <p>Identify three significant characteristics of Moses that enabled him to be the godly leader Israel needed? Are these characteristics relevant for you as develop your leadership competence? Why?</p>

<p>Six Nov 29- Dec 4</p>	<p>Session Six: Confirming the Covenant</p> <p>16. Exodus 20:22-22:20 – the “Book of the Covenant” (Part One)</p> <p>17. Exodus 22:21-24:18 – The “Book of the Covenant” (Part Two) and Ratification of the Covenant</p> <p>18. Exodus 25 – Instructions for the Tabernacle</p>	<p>Read:</p> <p>Hamilton: pp. 447-526; 593-622;</p> <p>Sarna: ch. 9;</p> <p>Hoffmeier: ch. 9;</p> <p>Wright: ch. 6.</p>	
<p>Seven Dec 6-11</p>	<p>Session Seven: Plans for the Tent-Shrine and Israel’s Idolatry</p> <p>19. Exodus 25-31 – Remaining instructions for the Tent-Shrine</p> <p>20. Exodus 32 – Golden Calf Episode</p> <p>21. Exodus 33-34 – Moses’ intercession and Covenant Renewal</p>	<p>Read:</p> <p>Hamilton: pp.527-592;</p> <p>Hoffmeier: ch. 10.</p>	<p>Forum # 4 – Question</p> <p>Defining the role of Israel as the people of God forms a central element in the writer’s agenda. The writer uses the term ‘covenant’ to describe the formal arrangement between Yahweh and Israel. Based on Ex. 19:5-6, why do you think Yahweh made this arrangement with Israel? What was his purpose?</p> <p>How does the incorporation of terminology from Ex. 19:5-6 in 1 Peter 2:9-10 shape your understanding of what the Messiah’s people are today? What does it mean for you to be part of the “Kingdom of Priests” that God is preparing through Christ Jesus and the Holy Spirit?</p>
<p>Eight Dec 13-18</p>	<p>Session Eight: Completing the Tent-Shrine and summarizing key Theological Ideas in Exodus.</p> <p>22. Exodus 35-39 – Constructing the Tabernacle and its furniture</p>	<p>Read:</p> <p>Hamilton: pp. 615-21.</p> <p>Hoffmeier: ch.11</p>	<p>Third and Fourth Assignments due by Dec 18, 5pm.</p> <p>Expository Paper (Exodus 33)</p> <p>Textbook Evaluations (Hamilton and Sarna) and Signed Reading Statement</p>

	23. Exodus 40 -- Erecting the Tabernacle 24. The Theological Framework of the Exodus Narrative		
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Bibliography can be found in the respective textbooks.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page www.twu.ca/library - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”) or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. More information is given to incoming students in the fall.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director’s office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university’s undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.