

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at *The University of Western Ontario*
Winter - 2018

Biblical Studies 5102B
The Pentateuch
Mondays, 9:30 a.m. – 12:30 p.m. (Auditorium)

Instructor: Rev. Fr. Mladen Horvat, 416 – 887 – 7094, profhorvat@gmail.com
Office hours by Appointment

A. COURSE DESCRIPTION

The course examines the five books of Pentateuch from a structural, literary, cultural and historical perspective. In the first part of the course, synchronic approach is adopted, and the emphasis is on structure of the five books and on their connection, while they form an identification code for the postexilic community. The second part of the course adopts the diachronic approach, showing how certain theological difficulties encountered in the present text, are better resolved on the background of different time and space coordinates.

B. GOALS

This course will assist students to grow in the following knowledge, skills and attitudes:

Knowledge:

- A deeper understanding of importance of Pentateuch in the Old Testament;
- To realize the essential connection between the books of the Pentateuch;
- A deeper understanding of the forming process of Pentateuch, that includes a growth from different written sources (diachronic approach);
- Familiarity with the outline and book structure of individual books;
- Familiarity with the main themes of the books with a special awareness of the importance of the Pentateuch for the postexilic community;

Skills:

- The ability to use important resources and tools available for the study of the Pentateuch, especially biblical software (BibleWorks; e-Sword...) based resources;
- To enable students to approach a text, positioning it in a certain historical and cultural context, in order to determine the meaning of the original author;
- The ability to delimit a passage on the basis of certain markers, and to recognize different literary types of texts: a narrative, a law code, a poetry;
- To enable the students to integrate the results of exegetical studies with one's own spiritual life, developing in them the ability to preach on the basis of the Pentateuch;

Attitudes:

- To engender in the students a familiarity with the Pentateuch;

- To foster an appreciation for Pentateuch as the Word of God;
- To cherish the text of Pentateuch as a source for personal prayer, spiritual life and pastoral activity;

C. ASSESSMENT

The final mark will be determined on three bases:

1) A written summary of five pages of each of the books of the Pentateuch and its literary problems, giving in summary its plan or outline, content and most important thought: 50%. These will be due one week after the completion of the study of each book. Each summary is to include the following three elements:

- a) The structure and content of each book in summary form;
- b) Its significance and main themes;
- c) Students are to point out the importance and meaning of one significant passage in each book.

Note: Sources must be duly acknowledged. The standard form for all written materials in the course are found in, Alexander, Patrick H. *et al. (eds.) The SBL Handbook of Style for Ancient Near Eastern, Biblical and Early Christian Studies*, Peabody, MA: Hendrickson Publishers, 1999, especially Chapter 7 on proper form for bibliographies.

2) Active class participation: 20% in all.

3) A final written examination of three questions out of a choice of questions, given to the students in advance. 30%

In order to ensure that the written work submitted fairly represents the work of a student, the instructor reserves the right, on an individual basis, to have the student undergo an oral exam on the written work submitted. The oral exam, if applied, will help determine the grade assigned to the written work in question.

D. READINGS OR TEXTBOOKS

A. Required textbooks:

- a) A contemporary English translation of the Bible, such as the New Revised Standard Version (preferred), the New Jerusalem Bible or the New American Bible.
- b) SKA, Jean-Louis, *Introduction to Reading the Pentateuch*, Winona Lake, IN: Eisenbrauns 2006, 1-234.
- c) BOADT, Lawrence, *Reading the Old Testament: an introduction*, New York / Mahwah, NJ: Paulist Press, 2012², pp. 1-162.

- d) Students will be expected to read the Pentateuch. They will also be expected to study the text books carefully.

B. Recommended readings:

- a) CAMPBELL, Antony F. and O'Brien, Mark A., *Rethinking the Pentateuch*, Louisville, KY: Westminster John Knox Press, 2005.
- b) MCDERMOTT, John J., *Reading the Pentateuch: A Historical Introduction*, Mahwah, NJ: Paulist Press, 2002.
- c) WHYBRAY, Norman R., *Introduction to the Pentateuch*, Grand Rapids, MI: William B. Eerdmans Publishing Company, 1995.
- d) CAMPBELL, Antony F. and O'Brien, Mark A., *Sources of the Pentateuch: texts, introductions, annotations*, Minneapolis, MN: Augsburg Fortress, 1993.
- e) BLENKINSOPP, Joseph, *The Pentateuch: an introduction to the first five books of the Bible*, New York, NY: Doubleday, 1992.
- f) ZENGER, Erich, *Einleitung in das Alte Testament*, (Studienbücher Theologie 1,1) Stuttgart: W. Kohlhammer Verlag, 2012⁸.

E. SCHEDULE and STRUCTURE OF THE COURSE

1. January 08/18: Basic Questions about the Pentateuch:
a. The origin of the word Pentateuch and its usage
b. Tetrateuch, Pentateuch, Hexateuch or Enneateuch?
c. Moses, the Pentateuch and the canon of the Hebrew Bible
2. January 15/18: The Five Books of the Pentateuch: Content and Structure (I.):
Book of Genesis 1-11: Primeval history as preface to the Israel's history
a. Gen 1 // Gen 2-4;
b. Gen 6-9;
c. Gen 11;
3. January 22/18: The Five Books of the Pentateuch: Content and Structure (II.):
Book of Genesis 12-50: The Patriarchs
a. Gen 12-23: The story of Abraham;
b. Gen 24-36: The story of Isaac and Jacob;
c. Gen 37-50: The story of Joseph;
4. January 29/18: The Five Books of the Pentateuch: Content and Structure (III.):
Book of Exodus:
a. Exod 1,1-15,21: The departure from Egypt;
b. Exod 15,22-18,27: The journey from Egypt to Sinai;
c. Exod 19-40: Israel in Sinai, the Covenant and the Laws:
i. Exod 19-24: The Covenant;

- ii. Exod 25-31: The instructions for the building of the sanctuary;
 - iii. Exod 32-34: The breach of the Covenant;
 - iv. Exod 35-40: The building of the sanctuary according to the instructions;

- 5. February 05/18: The Five Books of the Pentateuch: Content and Structure (IV.):
Book of Leviticus:
 - a. Lev 1-7: The sacrifices;
 - b. Lev 8-10: The inauguration of the cult and consecration of the priests;
 - c. Lev 11-16: Laws of purity and impurity;
 - d. Lev 17-26(27): The Holiness Code;

- 6. February 12/18: The Five Books of the Pentateuch: Content and Structure (V.):
Book of Numbers:
 - a. Num 1,1-10,10: Israel at Sinai (The first census);
 - b. Num 10,11-25,18: The journey from Sinai to the plains of Moab;
 - c. Num 26-36: Israel in the plains of Moab (The second census);

- 7. February 26/18: The Five Books of the Pentateuch: Content and Structure (VI.):
Book of Deuteronomy:
 - a. Deut 1-4: The historical prologue;
 - b. Deut 5-11: The ten commandments and an explanation of the first commandment;
 - c. Deut 12-26: Individual laws;
 - d. Deut 27-28: Blessings and curses;
 - e. Deut 29-30: Covenant renewed;
 - f. Deut 31-34: The final words of Moses and his death;

- 8. March 05/18: Literary problems of the Pentateuch (I): The Legislative Texts:
 - a. The laws with regard to slaves:
 - i. Exod 21,2-11 (The Covenant Code);
 - ii. Deut 15,12-18 (The Deuteronomic Code);
 - iii. Lev 25,39-55 (The Holiness Code);
 - b. The laws regarding loans:
 - i. Exod 22,24 (The Covenant Code);
 - ii. Deut 23,20-21 (The Deuteronomic Code);
 - iii. Lev 25,35-36 (The Holiness Code);
 - c. The laws concerning the enemy's donkey or the love of one's enemies:
 - i. Exod 23,4-5 (The Covenant Code);
 - ii. Deut 22,1-4 (The Deuteronomic Code);
 - iii. Lev 19,17-18 (The Holiness Code);

d. The Decalogue;

9. March 12/18:

Literary problems of the Pentateuch (II): The Narrative Texts:

- a. Different versions of the same event:
 - i. Gen 1,1-2,4a // Gen 2,4b-3,24 (The double narrative of the creation);
 - ii. Gen 12,10-20 // Gen 20,1-18 // Gen 26,1-11 (The triple narrative about the wife / sister);
 - iii. Exod 17,1-17 // Num 20,1-13 (The double narrative of the episode at Meribah);
- b. Doublets within a single narrative:
 - i. Gen 6-9 (The account of the flood);
 - ii. Gen 37 (The beginning of the Joseph story);
 - iii. Exod 14 (The crossing of the Sea);

10. March 19/18:

Literary problems of the Pentateuch (III): Redactional interventions:

- a. Redactional "Insertions":
 - i. Exod 14,11-12;
 - ii. Exod 24,3-8;
- b. Redactional "Resumptive Repetition":
 - i. Gen 6,22; 7,5;
 - ii. Gen 21,27b.32a;
 - iii. Gen 37,36; 39,1;
 - iv. Exod 6,10-12.29-30; 6,13.26-28;
 - v. Lev 26,46; 27,34;
 - vi. Num 22,21b. 35b;
- c. Some "Linguistic Markers" of redactional work:
 - i. Divine discourses: Gen 22,15-18;
Exod 3,15;
Gen 16,9.10.11;
 - ii. Explanatory glosses introduced by "he/this" or "she/this":
Gen 36,1.8.19;
Gen 14,2.3.7.8.17;
 - iii. Explanatory glosses that repeat one or more terms from the original text:
Gen 13,13;
Gen 16,7;
Exod 16,36;
Num 13,22;
Deut 3,9;
 - iv. Important "Divine discourses" of redactional origin:
Gen 12,1-4a;
Gen 13,14-17;
Gen 28,13-15;
Exod 19,3-8;
 - v. Moses' intercessions:
Exod 32,7-14;

11. March 26/18: Exegesis of the Pentateuch:
a. A history of research from ancient times to 1970;
b. Recent developments in the study of the Pentateuch;
c. Basic characteristics of ancient literature;
12. April 02/18: Reference points for reading the Pentateuch:
a. The Pentateuch and the reconstruction of Israel after exile;
b. Three Codes, three Theologies, and the final Redaction;
c. The pre-exilic source/materials of the Pentateuch;
d. The Pentateuch and post-exilic Israel;
13. April 09/18: final written exam

F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com
<http://www.turnitin.com>.”

Students are responsible for knowing the University’s academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Submission of Assignments: It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by quotation marks and/or footnotes. Plagiarism is a major academic offense. Students may be required to submit their work in electronic form for plagiarism checking.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s)

have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Support Services

Students who are in emotional/mental health distress should refer to Mental Health@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Information about Counselling and Student Development, including Services for Students with Disabilities at King's is available at

<http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see specifically:

<http://www.kings.uwo.ca/currentstudents/campus-services/student-support-services/personal-counselling/>

The web site for Academic Services at King's University College is

<http://www.kings.uwo.ca/currentstudents/academic-support/>

These services are not meant to replace those offered at the Seminary, but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.

G. SELECT BIBLIOGRAPHY

For an updated bibliography see: http://www.biblico.it/doc-vari/ska_bibl.html