

ARIZONA WESTERN COLLEGE SYLLABUS

REL 210 INTRODUCTION TO THE OLD TESTAMENT (HEBREW BIBLE)

Credit Hours: 3 Lec 3

PREREQUISITE: ENG 101 or 107

COURSE DESCRIPTION

This course examines the literature, history, geography, archeology, theology, composition, incorporation, canonization, interpretation, transmission, and translation of the Old Testament (i.e., The Hebrew Bible) down through the centuries. Emphasis is placed on investigating the historical and literary context out of which the writings emerge and their influence on religious life and practice throughout the ages.

1. COURSE GOALS

- 1.1 Elucidate the historical background, literary motifs, and central narratives of the texts composing the Hebrew Bible.
- 1.2 Employ sound exegetical and hermeneutical principles when reading and interpreting the texts of the Hebrew Bible.
- 1.3 Implement the strategies used in modern historical-critical scholarship, including higher criticism (e.g., form, source, redaction, etc.) and lower criticism (e.g., textual variation, text-types, transmission practices, etc), in the study of the Hebrew Bible.
- 1.4 Explain the role and significance that the Hebrew Bible has played in (1) the formation of Judaism and Christianity as major religious systems, (2) the influence it has had on religious devotion and personal piety, and (3) the production of culturally significant artifacts all over the world.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 decipher the author/redactor's occasion and purpose for composing, assembling, or editing the sources in the Hebrew Bible in light of their socio-cultural context and circumstances.
- 2.2 explain the historical process and motivations that led to the gathering, assembling, translation, transmission, and eventual canonization of the Hebrew Bible.
- 2.3 identify strategic regions, travel routes, cities, and geographical landmarks in the land of Israel and the ancient near east.
- 2.4 evaluate in written discourse characteristic of the historical-critical approach, claims concerning the historicity and credibility of Biblical figures and events
- 2.5 interpret the meaning of the texts of the Hebrew Bible using scholarly exegetical principles and literary analysis.
- 2.6 compare and contrast the religion, literatures, and culture of ancient Israel and Judah with that of its ancient near eastern neighbors (i.e., Mesopotamia, Egypt, Canaan etc.).
- 2.7 analyze the theological problems, controversies, and apparent inconsistencies presented in the sources of the Hebrew Bible.
- 2.8 present the basic chronological sequence of the major people and events as they unfold in the narrative portions of the Hebrew Bible.
- 2.9 compare and contrast traditional Christian and Jewish interpretations of the Hebrew Bible.
- 2.10 identify how the Hebrew Bible has been incorporated into various religious systems and the role it played in the formation and development of those systems.

3. METHODS OF INSTRUCTION

- 3.1 Lecture & discussions
- 3.2 Multimedia & handouts
- 3.3 Feedback on performance
- 3.4 Analysis of texts & scholarly literature

4. LEARNING ACTIVITIES

- 4.1 Independent & in-class reading
- 4.2 Group discussions
- 4.3 Classroom presentations
- 4.4 Discipline specific written compositions and revisions
- 4.5 Active learning strategies

5. EVALUATION

- 5.1 Quizzes & Exams
- 5.2 Exegetical Papers
- 5.3 Historical-Critical Writing & Research Projects
- 5.4 Student Presentations
- 5.5 Participation

6. STUDENT RESPONSIBILITIES

- 6.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 6.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course will be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 6.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 6.4 Academic Integrity: Any student participating in acts of academic dishonesty including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 6.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 6.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester. Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
 - Submitting an academic assignment

- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course