



CANADIAN BAPTIST SEMINARY
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ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BOT 622 OL

Course Name: Exposition of Exodus

Semester and Year: FA22

Instructor: Larry Perkins, PhD

Contact Information: perkins@twu.ca, (604) 888-7592 (ext. 3861)

Course Instruction: Aug 29 – Oct 22, 2022 (8 weeks)

Prerequisites: RES 500, BIB 505

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, early Christian audiences, as well as to 21st century recipients. We consider historical, cultural and literary backgrounds when they contribute to discerning the intended meaning of the book in its final form. While we review the content of the book, 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.

Course Objectives

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

- define the intended message and canonical and theological significance of the book of Exodus;
- 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;
- explain the role of historical and literary criticism in the interpretation of the book of Exodus;
- describe the translation and interpretation history of various portions of Exodus;
- 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.

Required Texts and Materials

Required:

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).

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.

Stuart, Douglas. *Exodus: An Exegetical and Theological Exposition of Holy Scripture* (New American Commentary Vol. 2). Nashville: B & H Publishing Group, 2006.

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.

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

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.

Week	Due Date	Assignments	% Final Grade	Cumulative %
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1	Aug 29 - Sep 3	Forum Week #1	6.25%	6.25%
2	Sep 5-10			
3	Sep 12-17	Forum Week #2	6.25%	12.50%
4	Sep. 23	Ethics & Exodus Paper Due	25%	37.50%
5	Sep 26-Oct 1	Forum Week #3	6.25%	43.75%
6	Oct 3-8			
7	Oct 10-15	Forum Week #4	6.25%	50%
8	Oct 22	Textbook Evaluation & Reading Statement due	15%	65%
8	Oct 22	Expository Paper due	35%	100%
8	Oct 22	Course Evaluation	0%	100%

1. Course Readings

Read the book of Exodus in the NRSV and NETS translations, and the textbooks by Stuart, Sarna, Hoffmeier, 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. Online Forum Participation (25% of 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. These discussions are designed to foster creative discussion and growth in theological understanding and acumen. You should plan to invest approximately four hours into each forum week. Each forum is worth 6.25% of your final grade.

Students are expected to contribute to the forum discussions by posting a minimum of three conversational and two substantive contributions 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...

Have fun!

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 Book of Exodus (25% of Final Grade)

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: September 23, 2022.**

4. Expository Paper (35% of Final Grade)

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: **October 22, 2022.**

5. Textbook Evaluations and Reading Statement (15% of Final Grade)

Write a 500 word paper in which you provide your reflections on reading the text by Stuart (pages 1-100) and Sarna. Attach the Reading Statement (which you must complete and sign) to the front of this paper and submit both by **October 22, 2022.**

Grade allocation:

Forums and Responses (weeks indicated).....	25%
Ethics and Exodus Paper (Sept. 23)	25%
Textbook Evaluations and Reading Statement (Oct. 22).....	15%
<u>Expository Paper (Oct. 22).....</u>	<u>35%</u>
Total	100%

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Grading System

- 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.

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.

B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Course Schedule

Week	Video Presentations	Reading Schedule	Forum Questions and Other Assignments
One August 29- Sept. 3	Session One: Introduction and Issues of Interpreting Narrative 1. Defining the Composition – text, genres, narrative framework, purpose 2. Interpreting a complex composition in the OT – method, issues of canon, authorship, time of composition, and intended audience 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.	Read: Stuart:1-52; Sarna: Foreword, Preface, Introduction; Wright: pp. 11-20, ch. 12; Hoffmeier: Foreword, ch.1.	Forum # 1 – Questions 1. 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. Share your conclusions about these questions. 2.How do you understand the 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?
Two Sept. 5 - 10	Session Two: Exodus as ‘Narrative Theology’ 4. Theological themes within the composition 5. Exodus 1-2 – setting the scene - connection with the narrative of Genesis. 6. The character Moses and his narrative function, as well as historical and political role	Read: Stuart: 53-104; Sarna: chs. 1-2; Wright: chs. 13-14; Hoffmeier: chs.2-3.	

<p>Three Sept. 12 - 17</p>	<p>Session Three: Understanding the Characters of Moses and Pharaoh. 7. Exodus 3-4 – Moses ’ commission and the introduction of Yahweh 8. Exodus 5-6 – Initiating the commission – engagement with Pharaoh 9. Exodus 7-11 – First nine Plagues</p>	<p>Read: Stuart: 105-82; Sarna: chs.3-4; Wright: chs. 1-4.</p>	<p>Forum # 2 - Questions: 1. 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? 2. How do you “see God” today? In what ways does he reveal himself to you?</p>
<p>Four Sept. 19 - 24</p>	<p>Session Four: Deliverance from Egypt 10. Exodus 12 – Tenth Plague and initiation of Passover, Feast of Unleavened and departure from Egypt 11. Exodus 13-14 – Destruction of Egyptian Military and foray into the desert 12. Exodus 15 – Moses ’ Song; On the way to Sinai –</p>	<p>Read: Stuart: 183-268; Sarna: chs. 5-6; Wright: chs. 7, 10 Appendix; Hoffmeier: chs. 4-6.</p>	<p>Assignment # 1 due at the end of this week (September 23, 5pm). Ethics and the Book of Exodus</p>
<p>Five Sept. 26 – October 1</p>	<p>Session Five: Yahweh’s New Identity for Israel 13. Exodus 16-18 -- Yahweh’s provisions and Israel’s tests 14. Exodus 19-20 -- Arrival at Sinai – Yahweh forms Israel as a Nation 15. Exodus 20 – The “Ten Words” from Yahweh 15.</p>	<p>Read: Stuart: 269-318; Sarna: chs. 7-8; Wright: ch. 9; Hoffmeier: chs. 7-8.</p>	<p>Forum # 3 - Questions: 1. 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? 2. Identify three significant characteristics of Moses that enabled him to be the godly leader Israel needed? Are these characteristics relevant for you as you develop your leadership competence? Why?</p>

<p>Six October 3 - 8</p>	<p>Session Six: Confirming the Covenant 16. Exodus 20:22-22:20 – the “Book of the Covenant” (Part One) 17. Exodus 22:21-24:18 – The “Book of the Covenant” (Part Two) and Ratification of the Covenant 18. Exodus 25 – Instructions for the Tabernacle</p>	<p>Read: Stuart: 319-434; Sarna: ch. 9; Hoffmeier: ch. 9; Wright: ch. 6.</p>	
<p>Seven October 10 - 16</p>	<p>Session Seven: Plans for the Tent-Shrine and Israel’s Idolatry 19. Exodus 25-31 – Remaining instructions for the Tent-Shrine 20. Exodus 32 – Golden Calf Episode 21. Exodus 33-34 – Moses’ intercession and Covenant Renewal</p>	<p>Read: Stuart: 435-656; Hoffmeier: ch. 10.</p>	<p>Forum # 4 – Questions: 1. 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? 2. 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 October 17 - 22</p>	<p>Session Eight: Completing the Tent-Shrine and summarizing key Theological Ideas in Exodus. 22. Exodus 35-39 – Constructing the Tabernacle and its furniture 23. Exodus 40 -- Erecting the Tabernacle 24. The Theological Framework of the Exodus Narrative</p>	<p>Read: Stuart: 657-794. Hoffmeier: ch.11</p>	<p>Third and Fourth Assignments due by Oct. 22, 5pm. Expository Paper (Exodus 33) Textbook Evaluations (Stuart and Sarna) and Signed Reading Statement (Oct. 22, 5pm)</p>

Important Academic Notes from ACTS

ADD/DROP POLICY

All OL courses are open for registration until the first day of class. Once the class has begun, students wishing to drop or withdraw from the class must contact the Registrar's Office by submitting a request through the TWU Service Hub (twu.ca/help). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2 - 100%

Week 3 - 60%

Week 4 - 50%

Week 5 - 40%

Weeks 6-8 - 0%

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability 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 include 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 on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

COURSE GRADE APPEALS

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

LAND ACKNOWLEDGEMENT

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.