

Course Outline for Pentateuchal Studies

Course Code: THEO5317
Title in English: Pentateuchal Studies
Title in Chinese: 五經研究

Course overview:

The Pentateuch, the first five books of the Hebrew Scripture/ Old Testament, is the core of the tradition of Judaism and as such becomes the basics of the teaching of Jesus, the value system of New Testament writers and the theological backdrop for the Christian Church. This course assumes the students have acquired basic knowledge on the content and historical background of the Pentateuch. Build on this assumption, this course aim at exploring the various themes and theological meaning of the formation, the final text, and the form (narrative and law) of the five books of the Pentateuch, as individual books and as one Torah. Exegesis of selected passages from Genesis, Exodus, Leviticus, Numbers and Deuteronomy will be carried out during the course.

Learning outcomes

After this course, students should be able to

- Describe and compare various theories on Pentateuch Formation
- Appreciate the complexity and critical issues of the formation, final text, and form of the Pentateuch
- Deepen their awareness of how ancient social, cultural, and political contexts may have contributed to the literary production of the Pentateuch
- Analyze some of the passages of the Pentateuch by skills used by critical scholarship
- Theorize the relationship between the content-form of the Pentateuch and Christian theology
- Develop a contextual awareness in their own reading of the Pentateuchal texts.

Learning activities

This course mainly consists of lectures, student participations through class discussion and research activities. All activities are mandatory.

Lecture (hr) in class	Class Discussion (hr) /week in class	Web-based teaching (hr)	Course Reading and research (hr)	Written Assignments (hr) / course
2 per week	0.5 hr	0.5 per week	3 per week	15 hr

Assessment scheme

Task nature	Description	Weight
1. Reading Assignment	Read the textbook: Walter J. Houston, <i>The Pentateuch (SCM Core Text)</i> and Bradford A. Anderson, <i>An Introduction to the Study of the Pentateuch (T&T Clark Approaches to Biblical Studies)</i> , and other destined readings. You must track ALL your reading by filling in the Reading Log and submit them by 24th April 2022 via Blackboard. Failure to submit the Reading Log on time means no marks for this requirement.	10%

<p>2. Reading Report</p>	<p>Write a reading report not less than 2500 (E)/3000 (C) words on one of the following books:</p> <ol style="list-style-type: none"> 1. Ska, Jean-Louis, and Pascale Dominique. 2006. <i>Introduction to reading the Pentateuch</i>. Winona Lake, Ind: Eisenbrauns =Ska, Jean Louis, and Lanyou Song. 2011. 閱讀五書導論 . 香港: 公教真理學會 2. Briggs, Richard S., and Joel N. Lohr. A <i>Theological Introduction to the Pentateuch: Interpreting the Torah as Christian Scripture</i>. Grand Rapids, Mich.: Baker Academic, 2012. 3. Watts, James W. <i>Reading Law: The Rhetorical Shaping of the Pentateuch</i>. Sheffield: Sheffield Academic, 1999. 4. Other related Title (Must be approved by lecturer). <p>The Format and Requirement of the Report will be discussed during class. Submit by 24th April 2022.</p>	<p>20%</p>
<p>3. Class presentation and participation</p> <p>NOTE: Attendance in lectures is expected. Less than 70% attendance is not accepted and will affect overall grade.</p>	<p>Students can work in group or as individual. They will have 10 mins in class to present one of the three topics:</p> <ol style="list-style-type: none"> 1) What is The Pentateuch: History or Law; 2) Pentateuch or Torah: Pentateuch as one book; and 3) The Persian Authorization of Torah: the politic behind the books. <p>Or <i>Using class learning to response to present, real-life situation (approved by lecturer)</i>.</p> <p>The students also need to lead a 10mins class discussion. Class Participation will be counted on the final marks.</p>	<p>20%</p>
<p>4. Exegetical Term Paper</p> <p>proposal of the paper: Due 5 April (during reading week)</p> <p>The proposal should include:</p> <ol style="list-style-type: none"> a. the passage under investigation b. proposed title and the thesis of the paper c. preliminary: What critical issues associate with the passage? Why you want to explore in this passage? d. What will be the methodology? Or what will be the interpretative approach used? e. an outline (with appropriate explanatory notes) ; f. the expected result of the paper; and g. a preliminary book list (three or more books that you intended to read/consult). 	<p>Write a term paper not less than 5000 words as an Exegetical Paper on one of the passages in the Pentateuch. Students should be able to analyze and comment on the proposed compositional history of the text and the detail of the final form, plus its theme(s) and theological message by using the concepts and critical skills discussed in the classes. The scope and format of the paper will be announced during class.</p> <p>Paper MUST be submitted via the Webpage of the Chinese University Plagiarism Identification Engine VeriGuide: https://academic.veriguide.org/academic/login_CUHK on 8 May 2022. A soft copy should be post onto the BLACKBOARD <u>and</u> give a hardcopy together with a print out of receipt and signed Academic Honesty Declaration Statement from VeriGuide (received via e-mail after you have submitted your assignment) to their tutors.</p> <p>Grading will according to the grading rubrics at the end of the course outline.</p>	<p>50%</p>

Recommended learning resources

Textbook:

- Houston, Walter. *The Pentateuch*. SCM Core Text. London: SCM Press, 2013. [Houston]
Anderson, Bradford A. *An Introduction to the Study of the Pentateuch*. 2nd Edition. T&T Clark Approaches to Biblical Studies. London: Bloomsbury, 2017. [Anderson]

Book list:

Pentateuch

- Alexander, T. D. (2014). *From Paradise to the Promised Land: An Introduction to the Pentateuch*. Carlisle, Cumbria, U.K: Paternoster Press. =Alexander, T. D. (2008). *Moxi wu jing dao lun: Cong yi dian yuan dao ying xu zhi di*. Shanghai: Shanghai ren min chu ban she. 上海人民出版社
- Blenkinsopp, Joseph. 1992. *The Pentateuch. An Introduction to the First Five Books of the Bible*. Anchor Bible Reference Library; New York: Doubleday.
- Briggs, Richard, Joel N. Lohr, and R. W. L. Moberly. 2012. *A theological introduction to the Pentateuch: interpreting the Torah as Christian Scripture*. Grand Rapids, Mich: Baker Academic.
- Fretheim, Terence E., Gene M. Tucker, and Charles B. Cousar. 1996. *The Pentateuch*. Nashville, TN: Abingdon Press.
- Hamilton, Victor P. 1982. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy*. Grand Rapids, Mich: Baker Book House. = Hamilton, V. P., & Hu, J. (2003). *摩西五經導論*. 台北：中華福音神學院出版社.
- Nicholson, Ernest W. 1998. *The Pentateuch in the Twentieth Century: The Legacy of Julius Wellhausen*. Oxford: Oxford University Press.
- R. G. Kratz, 2005. *The Composition of the Narrative Books of the Old Testament*. London: T&T Clark.
- Rofé, A. 1999. *Introduction to the composition of the Pentateuch*. Sheffield, Eng: Sheffield Academic Press.
- Sailhamer, J. 1992. *The Pentateuch as narrative: A biblical-theological commentary*. Grand Rapids, Mich: Zondervan.
- Sailhamer, John. 2009. *The meaning of the Pentateuch: revelation, composition, and interpretation*. Downers Grove, Ill: IVP Academic.
- Ska, Jean Louis. 2009. *The exegesis of the Pentateuch: exegetical studies and basic questions*. Tübingen: Mohr Siebeck.
- Ska, Jean-Louis, and Pascale Dominique. 2006. *Introduction to reading the Pentateuch*. Winona Lake, Ind: Eisenbrauns =Ska, Jean Louis, and Lanyou Song. 2011. *閱讀五書導論*. 香港: 公教真理學會
- Van Seter. J. 2004. *The Pentateuch: A social-science commentary*. Sheffield, England: Sheffield Academic Press.
- Wenham, G. J. 2003. *Exploring the Old Testament, Volume 1: A Guide to the Pentateuch*. Downers Grove, Ill: InterVarsity Press. = Wenham, G. J., & Yin, M. 2008. *五經*. 香港: 天道.
- Whybray, R. N. 1987. *The Making of the Pentateuch: A Methodological Study*. *Journal for the Study of the Old Testament* 53. Sheffield: JSOT Press.

Torah

- Dubovský, P., Markl, D., & Sonnet, J. 2016. *The fall of Jerusalem and the rise of the Torah* (Forschungen zum Alten Testament ; 107). Tübingen: Mohr Siebeck.
- Magonet, Jonathan. 2013. *A rabbi reads the Torah*. London: SCM Press.
- Kaminsky, Joel, and Joel Lohr. 2011. *The Torah. A Beginner's Guide*. One World Publications.

Genesis

- Wenham, Gordon J. 1987. *Genesis. 1-15*. Waco, Tex: Word Books.

Exodus

- Johnstone, W. (2014). *Exodus*. Macon, GA : Smyth & Helwys Publishing.
- Dozeman, T.B., 2009. *Exodus*, Eerdmans Critical Commentary. Eerdmans, Grand Rapids.
- Sarna, N.M., 1986. *Exploring Exodus: The Origins of Biblical Israel*. Schocken Books, New York.

Leviticus

- Watts, J. W. (2013). *Leviticus 1-10*. Leuven ; Paris ; Walpole, MA : Peeters, 2013.
- Douglas, Mary. 2001. *Leviticus as literature*. Oxford: Oxford University Press.
- Milgrom, Jacob. 2004. *Leviticus: a book of ritual and ethics : a continental commentary*. Minneapolis: Fortress Press.

Numbers

- Frevel, C. 2020. *Desert Transformation : Studies in the Book of Numbers* (Forschungen zum Alten Testament ; 137). Tübingen, Germany: Mohr Siebeck.
- Frevel, C., Pola, T., & Schart, A. 2013. *Torah and the book of Numbers* (Forschungen zum Alten Testament. 2. Reihe ; 62). Tübingen: Mohr Siebeck.
- COPY THE CITATION TO CLIPBOARD
- Olson, Dennis T. 1996. *Numbers*. Louisville: John Knox Press.
- Olson, Dennis T. 1985. *The Death of the Old and the Birth of the New: The Framework of the Book of Numbers and the Pentateuch*. Chico, Calif: Scholars Press.

Deuteronomy

- McConville, J. G. 2002. *Deuteronomy*. Leicester, England: Apollos.
- Levinson, B.M., 1997. *Deuteronomy and the Hermeneutics of Legal Innovation*. Oxford University Press, Oxford.

Commentary Series: WBC; AB; JPS

Course schedule

Week/Class	Date	Topic	Requirements
Week One/ Class 1	11 Jan	Introduction: Torah or Pentateuch	Read [Anderson] ch1, 7; [Houston] ch 1, 5 text: Exo 15, 19, 20, 24; Deut 5-6
Week Two/ Class 2	18 Jan	The Approaches to the Reading of Pentateuch	Read [Houston] ch 6, 8; [Anderson] ch 8 text: Exo 21; Lev 25; Deut 15
Week Three/ Class 3	25 Jan	Genesis and Creation	Read [Anderson] ch 2, ch 9 text: Gen 1-11
Week Four/	1 Feb	Lunar New Year break	
Week Five/ Class 4	8 Feb	Genesis and the Patriarch Narrative	Read [Anderson] ch 10 text: Gen 15-24; 25-35
Week Six/ Class 5	15 Feb	Exodus: the Narrative	Read [Anderson] ch 3, 11; [Houston] ch 7 text: Exo 1-18, 32-34
Week Seven/ Class 6	22 Feb	Exodus: Law, Instruction, Torah	Read [Anderson] ch12 text: Exo 19, 20, 21, 24, 25, 40
Week Eight/ Class 7	1 March	Leviticus: A Narrative Approach	Read [Anderson] ch 4; [Houston] ch 2 text: Lev 1-10
Week Nine/ Class 8	8 March	Leviticus: The Concept of Holiness	Read [Houston] ch 3; text: Lev 16, 19, 23-25
Week Ten/ Class 9	15 March	Numbers: Moses vs. Israelites	Read [Anderson] ch 5 text: Num 10-15
Week Eleven/ Class 10	22 March	Numbers: In the Wilderness	Read [Anderson] ch 13 text: Num 16-25, 27, 30
Week Twelve/ Class 11	29 March	Deuteronomy: In Moses' Voice	Read [Anderson] ch 6 text: Deut 1-8
Week Thirteen/	5 April	Reading Week break	
Week Fourteen/ Class 12	12 April	Deuteronomy: The First Constitution?	Read [Houston] ch 4 text: Deut 12, 13, 16, 28, 29-30, 31-34
Week Fifteen/ Class 13	19 April	Conclusive Discussion: Theology of the Pentateuch	Read [Houston] ch 9, 10; [Anderson] ch14

Other supplement readings will be delivered during class.

Contact details for teacher

Professor/Lecturer/Instructor:	Lecturer
Name:	Dr. Li Kwan Hung Leo
Office Location:	YCT LG106
Telephone:	39435720
Email:	khlileo@cuhk.edu.hk
Teaching Time:	Every Tuesday, 9:30am-12:15pm
Teaching Venue:	Theology Building (神學樓) CCT T31

Academic honesty and plagiarism

<p>Academic honesty and plagiarism</p> <p>Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ .</p> <p>With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.</p> <p>For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.</p>
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***The Course Outline will be subject to change due to class size and other circumstances; Please see the updated version via the course webpage in <http://elearn.cuhk.edu.hk>**

Name Exegetical Paper Grading Rubric

Description Students should be able to analyze on the passage by different exegetical methods (Part I Exegetical, 30%) and to respond and comment to critical issues posted by scholars (Part II Critical issues, 20%). 1. Describe the exegetical methods the student used in the critical handling of the biblical passage 2. Analyze the biblical passage critically. 3. Relate the critical result to the scholarly discussion of the critical issues of the biblical books. 4. Construct implications of the ideas in the biblical passages critically and in a scholarly manner.

Rubric Detail

Criteria	Levels of Achievement			
	Poor/Inadequate	Fair	Good	Excellent
Thesis on the Critical issue of the Biblical books	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	A clear statement of what is being proposed or argued in the paper.
Methodology and handling of the Biblical text	There is no explanation of the method used and the method used to analyse the text is unclear. The text doesn't seem to be understood.	Methodology has been mentioned in the paper but not enough description and how it is used. Methodology has been used but reader must work hard to relate the application of the methodology and the text. The text has been interpreted but not adequately.	There is description of what and how the (exegetical) methodology is being used but less thorough. Application of the methodology to the Biblical text is less clear. The text has been interpreted but less convincingly.	Well description of what and how the (exegetical) methodology is being used and clear application of methodology to analyse the Biblical text is demonstrated throughout the paper. The text has been convincingly interpreted.
Arguments	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the biblical text in question to show why the proposed thesis is valid.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the biblical text in question to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the biblical text in question to show why the proposed thesis is valid, but this is done not as consistently.	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the biblical text in question to show why the proposed thesis is valid.

Levels of Achievement

Criteria	Poor/Inadequate	Fair	Good	Excellent
Counter-Arguments	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.
Organization	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.
Style	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.
Documentation	Source materials are used without documentation.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.