

## **OT 5100: The Book of Exodus: Historical, Archaeological, and Theological Perspectives**

**Instructor:** James K. Hoffmeier

Emeritus Professor of Old Testament and Near Eastern Archaeology

**Email:** [jhoffmei@tiu.edu](mailto:jhoffmei@tiu.edu)

### **Course Description:**

The book of Exodus is one of the most important books in the OT canon because it treats the two main events in OT salvation history, namely, the exodus from Egypt and the covenant made at Sinai between the Israelites and YHWH their God. Upon these two events rest much of OT Theology and they provide the framework for understanding the rest of the OT. Over the past 20-30 years, however, the historicity of the exodus event and the origins of Israel as a nation as portrayed in the OT have been questioned by many non-evangelical scholars. Indeed the historicity of the events described in the book of Exodus is now largely dismissed in histories of Israel. Because the connection between OT Theology and history is so tightly intertwined, it is essential that this course address these critical historical questions. To do this requires that we look into the archaeological backgrounds, especially from ancient Egypt. Consequently, the course will offer a detailed survey the book of exodus with historical archaeological and theological questions in mind.

### **Course Dates:**

September 6 (7:00-10:00 PM) & 7 (8:30 AM-4:30 PM)

September 20 (7:00-10:00 PM) & 21 (8:30 AM -4:30 PM)

October 4 (7:00-10:00 PM) & 5 (8:30 AM -4:30 PM)

October 18 (7:00-10:00 PM) & 19 (8:30 AM -4:30 PM)

### **Required Readings:**

Victor P. Hamilton, *Exodus: An Exegetical Commentary* (Grand Rapids: Baker, 2011).

James K. Hoffmeier, *Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition* (New York: Oxford University Press, 1997)

James K. Hoffmeier, *Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition* (New York: Oxford University Press, 2005)

Misc. article provided by instructor via Moodle

### **Course Requirements:**

1. Complete assigned readings for each class, including the chapters in the book of Exodus covered in that session, so that the student is aware of the issues and is prepared to participate in class discussions. Notice that reading assignments are placed within parentheses after each topic or Chapter of Exodus in course outline.
2. Write two research papers, 15 pages each (double space, 12 pt font), due October 15 and November 15. These should be emailed as PDFs to [jhoffmei@tiu.edu](mailto:jhoffmei@tiu.edu). See the "Research guidelines section at the end of the syllabus."
  - A. The 1<sup>st</sup> paper will treat a historical or geographical topic or exegetic a particular passage.
  - B. The 2<sup>nd</sup> paper should focus on a theological topic or passage in the book of Exodus

**Grading based on:**

1. Attendance, readings, and participation 20%
2. Each paper 40%

**Course Outline:**

*September 6 (7:00 - 10:00 PM)*

- The place of Exodus in the Pentateuch (i.e. Torah/Law)
- Exodus and Exoduses (Hoffmeier, *Israel in Egypt*, Chap. 4)
- Introduction to the current debate about the Hebrew sojourn and exodus (Hamilton pp. xxi-xxix; Hoffmeier, *Israel in Egypt*, Chaps. 1-2)

**Class Meetings**

*September 7 (8:30 AM - 4:30 PM)*

- How should we read the book of Exodus? (Hoffmeier, *Ancient Israel in Sinai*, Chaps 1-2)
- Were the Hebrews in Egypt? (Hoffmeier, *Israel in Egypt*, Chaps 3 & 5)
- Exodus 1 -- Israel in Egypt (Hamilton 1-16)
- Exodus 2 -- The enslavement & Moses (Hamilton 17-42; Hoffmeier, *Israel in Egypt*, 135-144)
- Exodus 3-4 -- YHWH appears (Hamilton 43-85)

*September 20 (7:00 - 10:00 PM)*

- Who is the Pharaoh of the Exodus & When did the exodus occur? (Wood and Hoffmeier articles on Moodle)
- Exodus 5-10 -- God vs. Pharaoh (the plagues) (Hamilton 86-164)

*September 21 (8:30 AM - 4:30 PM)*

- Exodus 5-10 -- God vs. Pharaoh (Hamilton 86-164; Hoffmeier, *Israel in Egypt*, Chap 6)
- Exodus 11-13:16 -- 10<sup>th</sup> Plague: Passover and the flight from Egypt (Hamilton 165-204)
- Geography in Exodus (Hamilton 205-220; Hoffmeier, *Israel in Egypt*, 116-122 & 164-198; Hoffmeier, *Ancient Israel in Sinai*, chap. 4)

*October 4 (7:00 -10:00 PM)*

- Exodus 14 -- Red Sea or Reed Sea? (Hamilton 209-220; Hoffmeier, *Israel in Egypt*, 199-201 & 207-222; Hoffmeier, *Ancient Israel in Sinai*, 71-89 & 94-109).
- Exodus 15:1-21 -- The Songs at the Sea (Hamilton 221-236; Hoffmeier, *Israel in Egypt*, 201-206)

*October 5 (8:30 AM - 4:30 PM)*

- Exodus 15:22-19:2 -- On to Mt. Sinai (Hamilton 237-290; Hoffmeier, *Ancient Israel in Sinai*, Chap 7)
- Where is Mt. Sinai and why it does not matter (Hoffmeier, *Ancient Israel in Sinai*, Chap 6)
- Exodus 19 -- YHWH descends on Mt. Sinai (Hamilton 291-311)
- Exodus 20ff. -- Treaty, Law & Covenant (Hoffmeier, *Ancient Israel in Sinai*, Chap 8)
- Exodus 20 -- The Ten Commandments (Hamilton 312-357)

*October 18 (7:00-10:00 PM)*

- Exodus 20:22-23:33 -- The Book of the Covenant (Hamilton 358-437)
- Exodus 24 -- The Covenant Ceremony (Hamilton 438-446)

*October 19 (8:30 AM - 4:30 PM)*

- Exodus 25-31 -- God's Desert Sanctuary, the Tabernacle (Hamilton 447-525; Hoffmeier, *Ancient Israel in Sinai*, Chap 9; Averbeck, "Tabernacle" [Moodle])
- Exodus 32-34 -- Covenant Broken, Covenant Renewed (Hamilton 527-591)
- Exodus 35-40 -- Tabernacle constructed, Glory of YHWH Moves in (Hamilton 593-621)
- Biblical evidence for Israel in Egypt (Hoffmeier, *Ancient Israel in Sinai* Chap 10 & "Egyptian Religious Influences on Early Israel" [Moodle]).

**Class Attendance Policy**

Students are required to attend each and every session throughout the entire course period. Due to the nature of Extension classes, attendance at all sessions is especially important with weekend courses. Missing even an hour of a weekend class means a significant portion of the required contact with the instructor and learning community has been lost. For this reason, students missing any portion (hours) of an Extension course can result in a grade reduction; missing more than one weekend class session will result in a grade reduction and possibly failing the course.

In the case of extreme emergency or unforeseen circumstances (family emergencies, death, etc.) the student should contact the instructor and secure the necessary permission to miss time in a class and make up the missed class time and assignments. Vacations, ministry responsibilities and travel plans are not considered emergencies and such requests will be denied. As the schedule for the Extension courses is set ahead of time, students should plan ahead to be sure they will be able to make it to all class sessions before they register. If the emergency necessitates a longer absence the student should contact the Dean of Students to request an extension of time, or in rare instances a withdrawal from the class without penalty.

## Research Guidelines for TEDS Students

Writing a research paper is perhaps the best vehicle for learning in the graduate school experience because it helps in developing one's reading, critical thinking, and writing skills, and these will be useful regardless of the work one does in the future. Below are a series of guidelines that are intended to help you in your work and in order that students understand my expectations.

### **1. Proposal (optional)**

The proposal offers one the opportunity to begin formulating thoughts about the project. The proposal should only be about 1 page in length and should include a brief discussion of your topic or the passage of scripture or theme you will be investigating. You should include reference to the methodology(ies) employed; e.g. exegetical, historical, archaeological, theological interpretation, history of interpretation. The proposal should end with a preliminary bibliography.

### **2. Bibliography:**

The quality of a paper is most frequently determined by the sources utilized. The number of sources used should be determined by the length of the paper. 1-2 sources per page is recommended to give the paper the breadth and depth of research expected of a graduate student (i.e. a 10 page paper should have 10-20 sources; don't use fillers!). Do not rely on really old sources (e.g. Calvin, Luther, Matthew Henry). A variety of sources should also be consulted. Bible or ANE Encyclopedias are often good places to begin to get an overview of a topic. Textbooks or commentaries also may provide some foundational information, but consult the bibliographies and footnotes for more detail sources. Translation of primary ANE sources is also important to use. Finally, it is a good idea consult recent academic journal articles for more specialized studies. A good way of identifying recent articles relevant to your research is through the periodical indexes like *Old Testament Abstracts*. Use internet sources critically and sparingly!!!

### **3. Documentation:**

Use footnotes (i.e. documentation at bottom of each page). How are footnotes used? Naturally, quotations must be cited (the rule is that quotation marks are required if more than four words in a row are used). In using quotations, one can fall into several traps. 1. using too many and 2. allowing a quotation to make your argument. Often one need only summarize a scholar's ideas, saving quotations for only the most salient point/s. Footnotes are also required whenever a person's ideas or data are used, not just for quotations. Attaching a bibliography at the end of a paper without using footnotes or internal citations is inadequate documentation

### **4. Grading expectations:**

#### **MA/Div students:**

50%	presentation of thesis and reviewing ideas and arguments
20%	bibliography
20%	critical interaction with sources, theories and ideas
10%	ability to draw conclusions and original thinking