



TYNDALE

• SEMINARY •

Course Syllabus

**SPRING SUMMER 2020
DEUTERONOMY
OLDT 0670**

**MAY 4 – 8, 2020
MONDAY TO FRIDAY, 9:00 AM – 4:00 PM**

INSTRUCTOR: DR. MARK FRANCOIS

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Office Hours (Classroom): Tuesday to Friday, 8:30-9:00am, by appointment;
Monday to Friday, 4:00-5:00pm, by appointment;
and class breaks.

Access course material at <http://classes.tyndale.ca/>

Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

This course provides an in-depth overview of the key topics, themes, and theological emphases of the book of Deuteronomy. Emphasis will be placed on the importance of interpreting individual passages in light of the narrative setting of Deuteronomy, the genre of the individual passage, and relevant background material from both the Old Testament and the Ancient Near East. The overarching goal, however, will be to see how Deuteronomy was shaped to function as Scripture for its early readers and to see how it can function relevantly as Christian Scripture for the church today.

Recommended: Biblical Interpretation (BIBL 0501)

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. analyze individual passages from the book of Deuteronomy and explain what significance these passages might have for Christians today.
2. describe the various views offered by critical scholarship about the date and authorship of the book of Deuteronomy.
3. examine the book of Deuteronomy within the overall storyline of both the Old Testament and the Bible as a whole.
4. provide definitions for key terms used in the academic study of the book of Deuteronomy as well as key terms used within the book of Deuteronomy itself.
5. explain the importance of Ancient Near Eastern background material for understanding individual passages in the book of Deuteronomy.
6. analyze and evaluate laws from the book of Deuteronomy.
7. analyze and evaluate morally problematic passages in the book of Deuteronomy.
8. explain the significance of Deuteronomy for interpreting later books in the Old Testament.
9. identify specific ways that the book of Deuteronomy can be helpful for Christians today in their own spiritual and moral formation.
10. explain how the book of Deuteronomy can help Christians today effectively engage our culture with the message of the Gospel.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS and TOOLS

Cook, Stephen L. *Reading Deuteronomy: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2015. [ISBN – 978-1-57312-757-8]

Miller, Patrick D. *Deuteronomy: Interpretation: A Bible Commentary for Teaching and Preaching*. Louisville, KY: John Knox Press, 1990. [ISBN – 978-0664238605]

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

B. RECOMMENDED TEXTS

Block, Daniel I. *The NIV Application Commentary: Deuteronomy*. Grand Rapids: Zondervan, 2012. [ISBN – 978-0-310-21048-1]

Tigay, Jeffrey H. *Deuteronomy [=Devarim]: The Traditional Hebrew Text with the New JPS Translation and Commentary*. Jewish Publication Society Torah Commentary. Philadelphia: Jewish Publication Society, 1996. [ISBN – 978-0-8276-0330-1]

Westbrook, Raymond and Bruce Wells. *Everyday Law in Biblical Israel: An Introduction*. Louisville, KY: Westminster John Knox Press, 2009. [ISBN – 978-0-664-23497-3]

C. ASSIGNMENTS AND GRADING

The following written assignments will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to Deuteronomy, and deepen the student's understanding of the overall message of the book of Deuteronomy.

1. Glossary and Deuteronomy Reading: Students will be required to complete a glossary of forty key terms that are used in the academic study of Deuteronomy and in Deuteronomy itself. A blank glossary sheet with the terms that need to be defined will be available on the Moodle course page before the course begins. Definitions should be given based on material presented during classroom instruction and/or material from the textbooks. No citations are required for definitions taken from material presented during classroom instruction, though the definitions should be given in your own words as much as possible. Students will also be required to read the entire book of Deuteronomy. At the end of your glossary assignment there will be a place to indicate whether or not you have read the book Deuteronomy in its entirety while enrolled in the course.

Due date: Friday, May 15, 2020 (5%)

2. Interactive Reading Assignment: Students will be required to read both textbooks in their entirety and answer questions based on both textbooks. The purpose of this assignment is to help students (a) actively engage with the material they are reading so that the material can be better absorbed and (b) give them a broad understanding of the key topics, themes, and theological emphases of the book of Deuteronomy. Answers cannot simply be a word-for-word repetition of the material found in the books. Citations in the form of footnotes are only necessary when (a) quoting from other books, (b) paraphrasing other books, or (c) citing authorities for your statements from other books. However, the assignment may be completed without making reference to other books. Answers must be given in full sentences and paragraphs and should be free from grammatical and spelling errors. Answers should be double spaced and written with a 12-point font. The total word count for your assignment, minus the word count for the questions themselves, should be between 4200 and 5250 words (12-15 pages). The assignment will be graded based on the level of understanding of the material reflected in the student's answers and, when applicable, the level/quality of engagement with the material. At the end of the assignment there will be a place to indicate what percentage of each book you have read. It is recommended that students create a reading plan that requires them to cover a set number of pages per day in order to make the reading manageable. The questions for each book will be available on the Moodle course page before the course begins.

Due date: Friday, June 12, 2020 (worth 45% of the final grade).

3. Research Paper: Students will write a research paper on a topic approved by the instructor (12-15 pages double-spaced, 4200-5250 words including footnotes but not including the bibliography). The purpose of this assignment is to help students (a) gain an in-depth knowledge of a particular subject within the book of Deuteronomy, (b) gain experience interacting with critical scholarship on the book of Deuteronomy, (c) develop their research skills in the field of biblical studies, (d) sharpen both their analytic and writing skills as they put their ideas into writing, and (e) understand the significance of their chosen topic for engaging our culture with both the message and implications of the Gospel. The paper needs to include footnotes and a bibliography with a minimum of ten academic sources including at least three journal articles. Instructions for writing the research paper as well as suggested topics for the paper will be given in class and will also be available on the Moodle course page before the course begins. Students may also propose a topic not included on the list.

Due date: Friday, July 3, 2020 (worth 50% of the final grade).

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Glossary and Deuteronomy Reading	5 %
Interactive Reading	45 %
Research Paper	50 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

- **Accuracy** (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?
- **Critical Analysis** – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?
- **Organization** – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?

- **Clarity** – Does what I say make sense? Will others clearly understand what I am seeking to express?
- **Good Grammar and Writing** – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?
- **Well Documented** (thorough) – Is my work complete? Does my bibliography reflect sufficient research? Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate these sources on the strength of my documentation? Do my footnotes and bibliography follow the proper citation style required?

2. Matters of Style

You should submit written work in a style consistent with either the model outlined in *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999; 2nd ed. Atlanta: SBL Press, 2014) or the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straightforward style of academic prose (cf. the guidelines in Strunk and White, *Elements of Style*). Written work ought to betray clear organization, argument and coherent thought. The use of inclusive language is expected.

The title page for all written work ought to include the following: The title of the paper, name of the course, name of the professor, date of submission, and your name.

Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

3. Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. Examples of plagiarism include (but are not limited to) the following: copying a sentence or part of a sentence from a book or article without using quotation marks and citing the source; rephrasing another person's words without giving credit for the idea that you have borrowed by citing the source; copying the work of someone else and handing it in as your own. It is assumed that each assignment required for this course will be written independently. Please note that plagiarism in any form on any assignment will automatically result in a grade of "F" for the assignment with no opportunity for resubmission.

4. Late Assignments

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the evaluation of your work. For every week late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy work load, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the professor explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

5. Criteria for the Evaluation of Written Work

Your work will be evaluated on whether you answered the specific questions given and whether you followed the general guidelines for submitting written work. For example, the evaluation of your Interactive Reading Assignments will be based on whether you followed the specific instructions given for the assignments.

6. Submission of Written Work

Students are required to retain a copy of all assignments (hard copy or electronic version). All work must be sent to the instructor in PDF format at mfrancois@tyndale.ca. Assignments will be returned to students by e-mail through their @MyTyndale.ca e-mail account.

7. Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Session Outline (Subject to Minor Adjustments)	
Day 1	<ol style="list-style-type: none"> 1. Introduction to the Book of Deuteronomy 2. The Authorship of Deuteronomy 3. Ancient Near Eastern Treaties and Loyalty Oaths 4. Interpreting Individual Passages in the Book of Deuteronomy 5. Israel's Rebellion and Wandering in the Wilderness 6. Sihon, Og, and Holy War
Day 2	<ol style="list-style-type: none"> 1. Obedience, Idolatry, and Monotheism 2. The Covenant at Horeb and the Ten Commandments 3. The Language of Religious Devotion in Deuteronomy 4. Troubling Commands About the Canaanites 5. The Dangers of Prosperity 6. The Utter Sinfulness of Israel
Day 3	<ol style="list-style-type: none"> 1. Blessings for Obediences, Curses for Disobedience 2. Introduction to Law Codes in the Old Testament and Ancient Near East 3. Models for Appropriating Old Testament Law 4. The Central Place of Worship 5. Treason and Apostasy Against YHWH 6. The Laws of Deuteronomy 14-15
Day 4	<ol style="list-style-type: none"> 1. The Laws of Deuteronomy 16-17 2. The Laws of Deuteronomy 18-19 3. Rules About Warfare 4. The Laws of Deuteronomy 21-22

	5. The Laws of Deuteronomy 23-24 6. The Laws of Deuteronomy 25-26
Day 5	1. Blessings and Curses – Part 1 2. Blessings and Curses – Part 2 3. Prediction of Failure and Repentance 4. The Offer of Life and Salvation 5. The Song of Moses 6. The Blessing of the Tribes and the Death of Moses

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Ackerman, Susan. "The Personal is Political: Covenantal and Affectionate Love (ʿĀHĒB, ʾAHĀBĀ) in the Hebrew Bible." *Vetus Testamentum* 52 (2002): 437-58.

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Beckman, Gary. *Hittite Diplomatic Texts*. 2nd ed. Society of Biblical Literature Writings from the Ancient World 7. Atlanta, GA: Scholars Press, 1999.

Berman, Joshua. "Histories Twice Told: Deuteronomy 1-3 and the Hittite Treaty Prologue Tradition." *Journal of Biblical Literature* 132 (2013): 229-50.

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Dion, Paul-Eugène “Deuteronomy 13: The Suppression of Alien Religious Propaganda in Israel during the Late Monarchical Era.” Pages 147-216 in *Law and Ideology in Monarchic Israel*. Journal for the Study of the Old Testament Supplement Series 124. Edited by Baruch Halpern and Deborah Whitney Hobson. Sheffield: Sheffield Academic Press, 1991.

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Kratz, Reinhard G. “The Idea of Cultic Centralization and Its Supposed Ancient Near Eastern Analogies.” Pages 121-37 in *One God – One Cult – One Nation: Archaeological and Biblical Perspectives*. Edited by Reinhard G. Gratz et al. Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft 405. Berlin: Walter de Gruyter, 2010.

Lapsley, Jacqueline E. “Feeling Our Way: Love for God in Deuteronomy.” *Catholic Biblical Quarterly* 65 (2003): 350-69.

Levinson, Bernard M. “Esarhaddon’s Succession Treaty as the Source for the Canon Formula in Deuteronomy 13:1.” *Journal of the American Oriental Society* 130.3 (2010): 337-47.

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Levinson, Bernard M. and Jeffrey Stackert. “The Limitations of ‘Resonance’: A Response to Joshua Berman on Historical and Comparative Method.” *Journal of Ancient Judaism* 4 (2013): 310:33.

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