COURSE SYLLABUS

OT501: The Pentateuch

Course Lecturer: R. Laird Harris, PhD
Former Professor and Department Chair of Old Testament at Covenant Theological Seminary

About This Course

This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans’ Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans’ Council as highly recognized scholars in their particular fields of study.

Course Description

Understanding the Pentateuch is essential to understanding the Bible. In this course, learners will study the contents of the Pentateuch and consider the particular Pentateuchal problems of evolution and higher criticism in light of its archaeological background. The course explores such historic events as the Creation, the Flood, and the Exodus, and highlights the lives of the Patriarchs and Moses. Students will also examine the content, meaning, and applicability of the laws that form the foundation of Israel’s theocracy.

Course Objectives

Upon completion of the course, you should be able to do the following:

- Demonstrate knowledge of the five books of Moses.
- Recognize the principles for interpreting those five books.
- Interpret Genesis 1-11 and offer arguments in defense of the biblical teaching against evolutionary claims.
- Articulate answers to higher critical attacks on the unity of the Pentateuch.
- Know the archaeological background of Pentateuchal history and show its bearing on the interpretation of the text.
Course Lecturer

R. Laird Harris, PhD (1911-2008)

Education:
- Dropsie University, PhD
- Westminster Theological Seminary, BTh and ThM
- University of Pennsylvania, MA
- University of Delaware, BS
- Washington University, graduate work

Teaching Career:
- Adjunct professor and founding faculty member of the Old Testament Department, Knox Theological Seminary (1989-1990)
- Professor and Department Chair of Old Testament, Covenant Theological Seminary (1956-1981)
- Academic Dean, Covenant Theological Seminary (1964-1971)
- Professor, Faith Theological Seminary (1937-1956)
- Instructor, Wheaton College Graduate School, University of Pennsylvania, and the Near East School of Archaeology and Bible in Jerusalem
- Visiting professor in many countries around the globe, including Australia, Brazil, France, Germany, Hong Kong, India, Japan, Korea, and Singapore
- Lecturer at several universities and seminaries in the United States

Other Career Highlights:
- Ordained in the Presbyterian Church of America
- Moderator of the 10th General Assembly of the Presbyterian Church in America (1982)
- Elected Chairman of the NIV Editorial Board, the Committee on Bible Translation that produced the New International Version (1970-1974)
- President of the Evangelical Theological Society (1961)
- Moderator of the Bible Presbyterian Synod (1956)
- Founding member of the Evangelical Theological Society (1949)

Publications:
- Numerous books, including Inspiration and Canonicity of the Bible, Introductory Hebrew Grammar, and Man—God’s Eternal Creation
- Consulting editor and contributor to the Zondervan Pictorial Encyclopedia of the Bible

Course Texts

Due to the nature of publishing, books frequently go in and out of print. For your benefit, a list of several texts is provided. You are encouraged to acquire the texts that seem most appealing of those available. Currently, all the works listed below are in print, and most are available in paperback. The books can be acquired at any good Christian bookstore. If the texts you have selected are not in stock, the bookstore will normally order them for you. Books may also be borrowed from a local college or university library.

The Holy Bible:
Each chapter of the Pentateuch (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) should be read at
least twice. Each reading should be completed in a different modern translation, preferably King James Version, New King James Version, New American Standard, or the New International Version.

**Biblical Texts:** Please choose any ONE of the following textbooks. The biblical textbook is to be read as listed in the course schedule below.


**Historical Textbooks:** Please choose any ONE of the following textbooks. The historical textbook is to be read as listed in the course schedule below.


**Topical Textbooks:** Choose any TWO of the following works.


A definitive work of exegesis on the opening chapters of Genesis by a Reformed theologian. A literary interpretation of Genesis 1 that takes the sting out of what are commonly construed to be internal textual contradictions as well as presumed contradictions of Scripture and science.


This work presents an excellent critique of the philosophical underpinnings of Darwinism.

This book provides a broad introduction to the Pentateuch within its ancient, near-eastern cultural and literary context.

Moreland, J. P. *Christianity and the Nature of Science: A Philosophical Investigation*. Grand Rapids: Baker Book House, 1989. The author rejects the notion that science is a matter of rational analysis and Christianity a matter of faith. He maintains that scientific truth and Christianity are not incompatible.

Morris, Henry M. *Scientific Creationism*. San Diego: Creation Life Publishers, 1974. This work was designed to be used as a classroom textbook for students to be exposed to the scientific creationism perspective.

Numbers, Ronald L. *The Creationists: The Evolution of Scientific Creationism*. 2nd ed. New York: Alfred A. Knopf, 1993. The author of this work is an admitted agnostic who disagrees with creationism yet has done an excellent job of tracing the historical development within the creation science movement. This book should only be read by a serious student who has knowledge of modern evangelical history.


Wonderley, D. E. *Neglect of Geological Data: Sedimentary Strata Compared with Young-Earth Creationist Writings*. Hatfield, PA: Interdisciplinary Biblical Research Institute, 1987. Point by point presents data that young earth creationists have either neglected or ignored in their literature. Only for the serious student.


**Course Requirements**

1. **Time:** The student must complete the course requirements within a 6-month period unless the particular institution requires the completion of all work within the framework of the semester or quarter. During this time, the student is expected to devote a minimum of 120 hours to the completion of the course.

2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. Harris

3. **Study Questions:** The student is expected to write out (or type) concise answers to the examination
questions in the Study Guide and the study questions listed in the Syllabus below. These should be completed before taking the exams.

4. **Examinations:** Two exams must be taken - closed book and without notes. The first exam should be taken following Lecture #13, and the second exam should be taken following Lecture #24.

The exams will cover the material from the recorded lectures, the biblical chapters, and the textbooks. The biblical chapters and textbooks should be read in accordance with the schedule of lectures as outlined in this syllabus below (i.e., assigned chapters and pages should be read along with the listening to each lecture). There will be a place on each exam for the student to record the completion of this reading.

5. **Book Reports:** Two books must be reported on from the “topical texts’ listed above. These books are to be read thoroughly and thoughtfully. The student must prepare a brief report (typed) on each, three to five pages in length. The book report should consist of: (1) a one-to-two page summary of the thesis and key points of the book; (2) a one-to-two page critical evaluation of the book’s main ideas; and (5) a one-to-two page application arising from studying the book.

The student should take note that some of these works were not written by conservative evangelicals. Rather, these works have been selected to raise the student’s awareness and stimulate his or her thinking more broadly.

6. **Research Paper:** The student will write a brief research paper (4000 words) on some topic of importance touched upon in the lectures or Bible reading. The paper is to be typed following the guidelines of K. L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed.). Some suggested topics are:

- A critical evaluation of the “Gap Theory.”
- An analysis and evaluation of the views concerning the length of the creative days.
- A critical evaluation of the evolutionary theory.
- The date of the Exodus from Egypt.
- The route of the Exodus.
- An analysis of the code of Hammurabi and the laws of Moses.
- A survey of the nature and significance of the Abrahamic Covenant.
- A survey of the nature and significance of the various sacrifices presented in the early chapters of Leviticus.
- New Testament teachings supporting the inspiration of the Pentateuch.
- A chronological overview from the Patriarchs to the wilderness wandering including biblical references, Egyptian history, and a chart.
- A synthetic overview of the major literary movements within the Pentateuch (or a book of the Pentateuch), which includes a chart.
• A critical evaluation of Josephus’ writings concerning the events taught in the Pentateuch.

7. **Spiritual Formation Project**

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.5).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. **Complete the following:**

A. **Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

Follow these steps in your reflection:

- **Step 1:** What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

- **Step 2:** What portion(s) of the course brought this theme/principle/concept to light?

- **Step 3:** Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

- **Step 4:** How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)

Give a copy of this reflection to your mentor (see #2).

B. **Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

i. **Who should you interview?** (1-3 are required; 4-6 are recommended)

   1. Someone with whom you have a reasonably close relationship.
   2. Someone who is a mature Christian ministry leader (i.e. a pastor).
   3. Someone who is not your grader or a family member.
4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
   - What feedback can your mentor give in response to your essay?
   - In light of the course content, are the conclusions you made appropriate? Why or why not?
   - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. **Synthesis and Application:** Draw your final conclusions – Having reflected on the curse and the discussion with your mentor, synthesize what you have learned in these three sections:

i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.

ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
   - What were the mentor’s comments regarding your essay?
   - What advice did he/she give?
   - How did his/her comments expand or correct your application of the course?
   - Include the person’s name, occupation, and the length of the interview.

iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
   - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
   - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
   - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or
trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

Course Grading

Your grade for the course will be determined as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
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<tr>
<td>Study Questions</td>
<td>20% of Course Grade</td>
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<tr>
<td>Two Book Reports (10% ea.)</td>
<td>20% of Course Grade</td>
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<tr>
<td>Research Paper</td>
<td>20% of Course Grade</td>
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<tr>
<td>Spiritual Formation Project</td>
<td>10% of Course Grade</td>
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<td>First Exam</td>
<td>15% of Course Grade</td>
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<td>Second Exam</td>
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Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student’s CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the “Spiritual Formation Project.” This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student’s growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

• You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)

• Prior to meeting with the student, read his/her “Personal Reflection and Evaluation” and prepare to discuss the following:

  1. What feedback can you give the student in response to his/her essay?
  2. Are the student’s conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?

• Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).

• Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – a valuable process for all who wish to grow in Christ.

NOTE: If the student’s school makes any changes to this assignment, their requirements should replace those described here.
Lecture Schedule

1. Introduction: Importance of the Pentateuch
2. Creation: Matter and Scientific Theory
3. Creation: Six Days and the Gap Theory
4. Creation: Origin of the Species
5. Creation: Evolution and the Creation of Man
6. The Fall
7. The Flood
8. Abraham: Call and Birth of Isaac
9. Abraham and Archaeology
10. Isaac and Jacob
11. The Life of Joseph
12. Higher Criticism, Part One
13. Higher Criticism, Part Two
14. Exodus: Background and Plagues
15. Exodus: Red Sea to Mt. Sinai
16. The Covenant and the Tabernacle
17. Levitical Laws, Part One
18. Levitical Laws, Part Two
19. Levitical Laws, Part Three
20. Numbers: Census, Spies, and Wandering
21. The Date of the Exodus
22. Deuteronomy: The Death and Role of Moses
23. Moses’s Speeches
24. The Laws of Deuteronomy
Lecture 1

INTRODUCTION: IMPORTANCE OF THE PENTATEUCH

Reading:
Biblical textbook: Wolf, 13-60; Archer, 11-88; Harrison, 201-88

Directions:
Read the required text listed above, listen to Lecture 1, review the study guide on Lecture 1, and answer the following questions.

3. Briefly discuss some of the background issues which are important to consider when approaching the study of the Pentateuch.
Lecture 2
CREATION: MATTER AND SCIENTIFIC THEORY

Reading:
Bible: Gen. 1-2 (one time)
Biblical textbook: Wolf, 79-84; Archer, 127-47; Harrison, 542-53

Directions:
Read the required text listed above, listen to Lecture 2, review the study guide on Lecture 2, and answer the following questions.

2. What are some of the problems that face the biblical scholar who wishes to interpret Genesis 1 and 2?
3. Were Genesis 1 and 2 written as a scientific account of origins? Explain.
Lecture 3

CREATION: MATTER AND SCIENTIFIC THEORY

Reading:
Bible: Gen. 1-2 (one time)
Biblical textbook: Wolf, 84-88; Archer, 193-209; Harrison, 96-104

Directions:
Read the required text listed above, listen to Lecture 3, review the study guide on Lecture 3, and answer the following questions.

2. Critically evaluate the 'Gap theory.'
3. Briefly discuss and evaluate the various interpretations of ‘day’ in Genesis 1 and 2.
Lecture 4
CREATION: ORIGIN OF THE SPECIES

Reading:

Directions:
Read the required text listed above, listen to Lecture 4, review the study guide on Lecture 4, and answer the following questions.


2. Compare the philosophy of development of Hegel with the principles of Darwinism. How does this help to explain the rapid acceptance of Darwin’s theory?
Lecture 5
CREATION: EVOLUTION AND THE CREATION OF MAN

Reading:
Biblical textbook: Wolf, 94-97; Archer, 215-17; Harrison, 147-63

Directions:
Read the required text listed above, listen to Lecture 5, review the study guide on Lecture 5, and answer the following questions.

2. Briefly discuss the age of mankind.
Lecture 6
THE FALL

Reading:
Bible: Gen. 3-9 (2 times)
Biblical textbook: Wolf, 97-106; Archer, 217-30; Harrison, 553-57

Directions:
Read the required text listed above, listen to Lecture 6, review the study guide on Lecture 6, and answer the following questions.

2. Contrast man’s pre-fall and post-fall relationship to God, creation, and mate (Gen. 2:4-3:24).
3. Briefly contrast Lamech (Gen. 4:19-24) and Enoch (Gen. 5:18-24). What is the significance of this contrast in light of the fact that each is the seventh generation from Adam through Cain and Seth respectively?
Lecture 7
THE FLOOD

Reading:
Bible: Gen. 10-13 (2 times)
Biblical textbook: Wolf, 106-108; Archer, 230-4; Harrison, 557-60
Historical textbook: Merrill, 11-31; Wood, xi-xii, 3-32; Bright, xv-77

Directions:
Read the required text listed above, listen to Lecture 7, review the study guide on Lecture 7, and answer the following questions.

2. Describe the Jordan River and its valley.
3. Describe the Mesopotamian living conditions and religion in Abram’s day.
Lecture 8
ABRAHAM: CALL AND BIRTH OF ISAAC

Reading:
Bible: Gen. 14-23 (2 times)
Biblical textbook: Wolf, 108-113; Archer, 235-6; Harrison, 560-63
Historical textbook: Merrill, 31-43; Wood, 33-48; Bright, 77-80

Directions:
Read the required text listed above, listen to Lecture 8, review the study guide on Lecture 8, and answer the following questions.

2. Describe Abraham’s purchase of a burial place for Sarah in relation to Hittite law.
Lecture 9
ABRAHAM AND ARCHAEOLOGY

Reading:
Biblical textbook: Wolf, 113-19; Archer, 553-7; Harrison, 85-95, 105-133

Directions:
Read the required text listed above, listen to Lecture 9, review the study guide on Lecture 9, and answer the following questions.

2. Describe the geography of Mesopotamia.
3. In what early Mesopotamian age did copper first come into common use?
Lecture 10
ISAAC AND JACOB

Reading:
Bible: Gen. 24-32 (2 times)
Biblical textbook: Wolf, 119-24; Archer, 236-41; Harrison, 563-65
Historical textbook: Merrill, 43-49; Wood, 49-57; Bright, 80-87

Directions:
Read the required text listed above, listen to Lecture 10, review the study guide on Lecture 10, and answer the following questions.

2. Describe Jacob’s twenty years in Haran.
3. How did Jacob plan to meet Esau? How did God give evidence of his blessing in this matter?
Lecture 11
THE LIFE OF JOSEPH

Reading:
Bible: Gen. 33-48 (2 times)
Historical textbook: Merrill, 49-55; Wood, 57-64; Bright, 87-103

Directions:
Read the required text listed above, listen to Lecture 11, review the study guide on Lecture 11, and answer the following questions.

2. Describe the geography of Egypt.
3. Trace the change in Judah’s character in Genesis 37-44.
Lecture 12
HIGHER CRITICISM, PART ONE

Reading:
Bible: Gen. 49-50 (2 times)
Biblical textbook: Wolf, 60-71; Archer, 89-126; Harrison, 3-82

Directions:
Read the required text listed above, listen to Lecture 12, review the study guide on Lecture 12, and answer the following questions.

1. Answer Examination Questions 1-2 in the Study Guide, p. 27.
2. Give a brief history of the documentary hypothesis up to Wellhausen.
3. Is the variation of divine names in Genesis used today as a significant criterion in documentary division?
Lecture 13
HIGHER CRITICISM, PART TWO

Reading:
Biblical textbook: Wolf, 71-78; Archer, 149-89; Harrison, 495-541

Directions:
Read the required text listed above, listen to Lecture 13, review the study guide on Lecture 13, and answer the following questions. Exam #1 should be taken after completing this lesson.

1. Answer Examination Questions 3-10 in the Study Guide, p. 27.
2. How much of Israel’s ancient history was known in Wellhausen’s time from extrabiblical sources?
3. How does the lack of reference to Jerusalem in the Pentateuch bear on the theory of a late date for the alleged Pentateuchal documents?
Lecture 14
EXODUS: BACKGROUND AND PLAGUES

Reading:
Bible: Exod. 1-14 (2 times)
Biblical textbook: Wolf, 125-40; Archer, 242-4; Harrison, 566-82
Historical textbook: Merrill, 57-66; Wood, 87-103; Bright, 107-120

Directions:
Read the required text listed above, listen to Lecture 14, review the study guide on Lecture 14, and answer the following questions.

1. Answer Examination Questions 11-15 (p. 27) and 1-5 (p. 28) in the Study Guide.
2. Describe Hatsheput and her family situation. Could she have been the princess who adopted Moses?
3. Describe the military exploits of Thutmosis III.
4. List the five excuses Moses used for not being able to lead the Israelites out of Egypt and how God responded to each (Exod. 3:1-4:17).
5. Throughout the early chapters of Exodus there is mention of the hardening of Pharaoh’s heart by God and Pharaoh. Trace out the various hardenings of heart chronologically. Why did God harden Pharaoh’s heart? What is the theological implications of this and how can it be resolved?
Lecture 15
EXODUS: RED SEA TO MT. SINAI

Reading:
Bible: Exod. 15-20 (2 times)
Biblical textbook: Wolf, 140-41, 148-59; Archer, 257-63; Harrison, 582-88
Historical textbook: Merrill, 79-82; Wood, 103-126; Bright, 144-82

Directions:
Read the required text listed above, listen to Lecture 15, review the study guide on Lecture 15, and answer the following questions.

2. Describe Jethro’s plan of organization of the Israelites as he gave it to Moses.
3. How did Moses’ training help fit him to be the great lawgiver of Israel?
Lecture 16
THE COVENANT AND THE TABERNACLE

Reading:
Bible: Exod. 21-40 (2 times)

Directions:
Read the required text listed above, listen to Lecture 16, review the study guide on Lecture 16, and answer the following questions.


2. Was loaning on interest permitted in Israel? Was excessive interest allowed? (Cite texts.)

3. Describe the tabernacle and its furniture.
Lecture 17
LEVITICAL LAWS, PART ONE

Reading:
Bible: Lev. 1-5; 16-17 (2 times)
Biblical textbook: Wolf, 160-83; Archer, 257-70; Harrison, 589-613

Directions:
Read the required text listed above, listen to Lecture 17, review the study guide on Lecture 17, and answer the following questions.

2. Discuss the meaning of sacrifices as understood by the Old Testament worshiper.
3. Show how jubilee year effected land reform in Israel.
Lecture 18
LEVITICAL LAWS, PART TWO

Reading:
Bible: Lev. 6-15; 18-27 (2 times)

Directions:
Read the required text listed above, listen to Lecture 18, review the study guide on Lecture 18, and answer the following questions.

1. Answer Examination Questions 5-12 in the Study Guide, p. 29.
2. Did other ancient people have laws similar to the laws of cleanliness?
3. Why were the laws of clean food, etc. quite general before the nation was organized at Sinai, and then quite detailed afterward?
Lecture 19
LEVITICAL LAWS, PART THREE

Reading:
Bible: Num. 1-12 (2 times)
Biblical textbook: Wolf, 184-206; Archer, 271-6; Harrison, 614-34

Directions:
Read the required text listed above, listen to Lecture 19, review the study guide on Lecture 19, and answer the following questions.

1. Answer Examination Questions 13-15 (p. 29) and 1-2 (p. 30) in the Study Guide.
2. Do you think the Pentateuchal laws on sexual purity resulted in happy homes in Israel? Give some examples of such homes in later times.
3. What factors suggest that the size of the army of Israel at the conquest was not unreasonable?
Lecture 20
NUMBERS: CENSUS, SPIES, AND WANDERING

Reading:
Bible: Num. 13-36 (2 times)
Historical textbook: Merrill, 82-91; Wood, 126-36; Bright, 124-43

Directions:
Read the required text listed above, listen to Lecture 20, review the study guide on Lecture 20, and answer the following questions.

2. Do we have many incidents reported from the forty years of Israel’s wandering?
3. What is the King’s Highway that passed through Edom in ancient times?
Lecture 21
THE DATE OF THE EXODUS

Reading:
Biblical textbook: Wolf, 141-48; Archer, 245-55; Harrison, 315-25
Historical textbook: Merrill, 66-79; Wood, 65-86; Bright, 120-24

Directions:
Read the required text listed above, listen to Lecture 21, review the study guide on Lecture 21, and answer the following questions.

2. Discuss the people called ‘Habiru’ and their possible equation to the biblical Hebrews.
3. Discuss the evidence of Exodus 1:11 and the name Rameses for the date of the Exodus.
Lecture 22
DEUTERONOMY: THE DEATH AND ROLE OF MOSES

Reading:
Biblical textbook: Wolf, 207-222; Archer, 276-92; Harrison, 635-62

Directions:
Read the required text listed above, listen to Lecture 22, review the study guide on Lecture 22, and answer the following questions.

1. Answer Examination Questions 11-15 (p. 30) and 1-2 (p. 31) in the Study Guide.

2. In the Balaam incident, was Balak planning to attack Israel or vice versa?

3. In what ways was Joshua qualified to be the new leader of Israel?
Lecture 23
MOSES’S SPEECHES

Reading:
Bible: Deut. 1-11 (2 times)

Directions:
Read the required text listed above, listen to Lecture 23, review the study guide on Lecture 23, and answer the following questions.

1. Answer Examination Questions 3-7 in the Study Guide, p. 32.
2. Why do some of Moses’ laws given in the wilderness regulate sedentary life in a cultivated area? Why did he not merely give them laws to govern their life in the desert?
Lecture 24
THE LAWS OF DEUTERONOMY

Reading:
Bible: Deut. 12-34 (2 times)

Directions:
Read the required text listed above, listen to Lecture 24, review the study guide on Lecture 24, and answer the following questions. Exam #2 should be taken after completing this lesson.


2. Beginning with Deuteronomy 30:6 trace the metaphor of circumcision of the heart through the Old and New Testaments and state its meaning and significance within the Deuteronomy passage.

3. From Jesus’ discussion in Matthew 5:38-42ff would you say that Christ believed the Old Testament wrong and its morality incorrect?

4. Compare Christ’s teaching on divorce with that presented by Moses.