

Exodus and the Life of Moses

Professor	Daniel R. Driver, PhD	Course	Version 1.0
Phone	902-425-7051	Meets	Mon–Fri, July 2–13
Email	ddriver@astheology.ns.ca	When	9:00–12:00 AM
Office	Main Building, Room 106	Where	TBD
Hours	Mon–Thu, 12:30–1:00 PM	Website	danieldriver.com/courses/

1 Course Description

Who is Moses, and what does his life have to do with Israel's exodus from Egypt? This course will examine the Moses story in the context of the Book of Exodus, attending above all to the book's canonical shape and its historic reception. Students will also become familiar with some of the current debate about the formation of the Pentateuch, particularly as it relates to different accounts of Israel's origins in the Hebrew Bible/Old Testament.

Prerequisites: RM 1000 or GTRS 6000; and BF 1001.

2 Learning Objectives

By the end of the course students should be able to: name; give; contrast; locate; understand; recognize; list; articulate; defend; classify; report on; memorize.

Students should also be able to ...

3 Required Texts & Materials

The following texts are required. Students are strongly encouraged to purchase their own copies. Library copies that are not reference works have been placed on a 2-hour reserve.

- [Sommer] Benjamin D. Sommer. *Revelation and Authority: Sinai in Jewish Scripture and Tradition*. New Haven: Yale University Press, 2015. ISBN 978-0300234688.
- [Childs] Brevard S. Childs. *The Book of Exodus: A Critical, Theological Commentary*. Louisville: Westminster John Knox Press, 1974. ISBN 978-0664229689.
- [von Rad] Gerhard von Rad. *Moses*. 2nd ed. Edited by K. C. Hanson. Eugene, OR: Cascade Books, 2011. ISBN 978-1606087718.
- [Nyssa] Gregory of Nyssa. *The Life of Moses*. Translated by Abraham J. Malherbe and Everett Ferguson. New York: HarperCollins, 2006. ISBN 978-0060754648. This title is optional but strongly recommended.

Students should also have a good, modern translation of the Bible, such as the NRSV or NJPS. If you want a study Bible, I recommend either Michael Coogan et al., eds., *The New Oxford Annotated Bible: NRSV with Apocrypha* (5th ed.; Oxford: OUP, 2018) or, with some superior notes and essays but neither Apocrypha nor NT, Adele Berlin and Marc Zvi Brettler, eds., *The Jewish Study Bible: Second Edition* (2nd ed.; Oxford: OUP, 2014).

4 Supplementary Texts

Supplementary readings may be recommended throughout the semester. Excerpts from this literature will either be placed on reserve or made available through the course website.

In addition, the following reference works are worth owning and consulting. First, [1] includes sound advice on things like reading religious texts, writing essays and book reviews, making oral presentations, and learning languages. Second, [2] is a standard reference in the field, useful to beginning students and specialists in biblical studies alike.

- [1] Northey, Margot, Bradford A. Anderson, and Joel N. Lohr. *Making Sense in Religious Studies: A Student's Guide to Research and Writing*. 2nd ed. Oxford: OUP, 2015.
- [2] Collins, Billie Jean, et al. *The SBL Handbook of Style*. 2nd ed. Atlanta: SBL Press, 2014. Designed to augment *The Chicago Manual of Style*, which is the standard at AST, there is also a free "[Student Supplement for The SBL Handbook of Style, Second Edition](#)."

5 Course Outline

We will adhere to the schedule in [Table 1](#) as closely as possible, though the professor reserves the right to adjust it to suit the needs of the class.

See the AST website for a list of other [important dates](#).

§. Primary (chapters)	Secondary (pages)	Supplement (author)	Due
1.			2 Jul.
2.			3 Jul.
3.			4 Jul.
4.			5 Jul.
☞ First paper is due before midnight on the fourth day of class			
5.			6 Jul.
~. No Class: Term Break (Saturday & Sunday)			
6.			9 Jul.
7.			10 Jul.
8.			11 Jul.
9.			12 Jul.
☞ Second paper is due before midnight on the ninth day of class			
10.			13 Jul.
☞ End of Term: Final marks are due for all courses			
			27 Jul.

Table 1: Schedule of Readings

6 Evaluation

6.1 Grade Structure for HB 3115

1. I will set **reading prompts** throughout the semester. They are designed to ensure that you have read the assigned material carefully, and to help you explore its significance. Prompt responses submitted online should be between 250 and 300 words long.
2. Two **short papers** will facilitate student reflection on two extended works of biblical interpretation, one by [?] and one by [?]. Each should be 3,000 words long. They are due on the sixth and eleventh days of class, respectively.
 - (a) The **first paper** will articulate and evaluate multiple rationales for sabbath observance by interacting with biblical and post-biblical traditions. The latter must include, but need not be limited to, Heschel's *The Sabbath*.
 - (b) The **second paper** will explore Irenaeus' use of the Old Testament as Christian scripture by: succinctly summarizing *On the Apostolic Preaching*, selecting a characteristic example of biblical interpretation in that work, and then developing and defending a coherent thesis about that instance of interpretation.
3. Each student will **lead a seminar** on ...

The breakdown for the semester's total work is shown in [Table 2](#).

Reading Prompts	25%
First Paper	25%
Second Paper	25%
Seminar Presentation	25%

Table 2: Distribution of Grades

AST's **Academic Calendar** provides guidelines and detailed criteria for academic assessment. Marks are assigned by letter grade (see **Table 3**) using these benchmarks. Note that, at AST, a grade of "C" is deemed "Unsatisfactory."

A+	94–100	Exceptional
A	87–93	Outstanding
A–	80–86	Excellent
B+	77–79	Good
B	73–76	Acceptable
B–	70–72	Marginally Acceptable
C	60–69	Unsatisfactory
F	0–59	Failure
FP	0	Failure due to Plagiarism

Table 3: Outline of Grades at AST

7 Other Course Policy

Late work will not be accepted, except in genuinely extenuating circumstances. Students must submit something before the deadline if they wish to receive credit. Unless I state otherwise, written assignments are to be uploaded by 11:59 PM on the date indicated.

Essay submissions must be typewritten, double-spaced, and formatted as PDFs. They should be free from error. In this course they should follow SBL Style (see [2] in **section 4**, above). As a reminder, AST also upholds an Inclusive Language Policy.

Plagiarism, if **detected**, will result in failure of the course.

Students should request permission to record a class or lecture. If permission is granted, or if recordings are provided (as in the case of an online course), I stipulate that all recordings be for personal use only. They may not be shared or distributed.

If you have abilities or disabilities that require modifications to the assessment process or other aspects of this course, please advise the course instructor as soon as possible.

Finally, I encourage the conscientious use of laptops, tablets, and other technology in my classes. In classroom settings, realize that, as **cognitive psychologists have demonstrated**, "laptop multitasking hinders classroom learning for both users and nearby peers." Do your part to foster an environment of open dialogue by honouring the presence of your classmates. In online settings, consider both the physical environment in which you choose to work and the virtual environment that you help create through your participation in various forums. Let your engagement in this course be marked by rigour and charity alike.