

## IGNITE

South West Conference, the ECC and North Park Theological Seminary  
together offer a Core-Four Required course:

### Old Testament 1: Pentateuch and Interpretation

James K. Bruckner, PhD. Brandel Professor of Biblical Interpretation  
Mid-Winter Intensive and Online Hybrid, January 22-April 30<sup>th</sup>  
Genesis, Exodus, Leviticus, Numbers, and Deuteronomy  
17/S2 BIBL 5210-01 Three Credit Hours

Canvas Log in: <https://northpark.instructure.com/>

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#### Course Description

**1. One Week Face-to-Face Commitment at Chicago Hyatt-O'Hare:**

January 22—26, Monday 8:30 a.m.—Friday 1:00 p.m.

**2. Nine Reading and Writing Assignments:**

January 27<sup>th</sup>—April 30<sup>th</sup> ONLINE with suggested due dates.

*This course* investigates the over-arching narrative content of the first five books of the Old Testament known as the *Torah* and as *Pentateuch* (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). It also provides an overview of the main strategies for interpreting these books (hermeneutics) and the varied commitments behind each approach.

The approach to the five books is both canonical and historical, so it covers theology of the texts as well as their most prominent interpretive settings in Israel's history. Attention will be given to cultural backgrounds, critical problems, and literary genres as they aid interpretation of specific texts. The primary goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church. The power and passion of the narratives and laws we will read are essential parts of the "Scripture" to which 2 Timothy 3:16 refers.

#### Course Texts (Purchase the one textbook online please.)

**Required** (*The Bible is assumed*)

1. Textbook: Birch, Brueggemann, Fretheim, and Petersen, *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005). paperback ISBN: 9780687066766.

2. *Numerous Articles* for this course are posted on the North Park University Canvas-site as pdfs will be required reading in preparation for your written assignments.

#### Highly Recommended

3. D. N. Freeman editor. *Eerdmans Dictionary of the Bible* (Grand Rapids: Eerdmans, 2000). 0802824005.

4. W. LaSor, D. Hubbard, and F. Bush, *Old Testament Survey: the message, form, and background of the OT*. Grand Rapids: Eerdmans, 1996 (2nd ed. 1996). 0802837883.

## GETTING STARTED

- *First:* Order your textbook (*A Theological Textbook for the Old Testament*) for this course. Amazon.com is a good source. You will need it very soon.
- *Second:* Log on to the NPTS Canvas site. When you registered for this course, North Park gave you a new email address (@northpark.edu) and password so that you have access to our course on Canvas. Log on and look around at the site at <https://northpark.instructure.com/>
- *Third:* Mark your calendar for the eight hours per week that you will need to complete this course between January—April.
- *Fourth:* Read the book of Genesis.

## READING AND WRITING ASSIGNMENTS with suggested due dates.

\*All assignments are also described on the North Park Canvas Site.  
All due dates are flexible through April 30<sup>th</sup>.

### Module #1 January 29—February 11 (two weeks) SUGGESTED DUE DATE: February 11<sup>th</sup>

#### Weekly Reading and Writing Assignment

**A. READ:** “The Centrality of the Word of God,” in *Living Faith; Reflections on Covenant Affirmations*. (find the pdf document on Canvas)

#### B. WRITE

In 500-700 words, explain what *each* of the significant words and phrases of the following affirmation mean: “We believe in the Holy Scriptures, the Old and New Testaments, as the Word of God, and the only perfect rule for faith, doctrine, and conduct.” You may, but do not need to, use the Evangelical Covenant Church perspective article listed above as background, but do not quote or attempt to summarize it. Explain the meanings of the words of the quotation in your own words. Upload your document to the Canvas site.

### Module #2 February 12—18 SUGGESTED DUE DATE: February 18

#### Weekly Reading and Writing Assignment

**A. READ** “A Mother in Israel” by Cheryl Exum. Find this article as a pdf document on Canvas.

#### B. WRITE

In 500-700 words write a detailed summary of the assigned reading, “A Mother in Israel” by Cheryl Exum. See the “Detailed Summary” instructions for writing this paper at the end of this syllabus.

If you are unsure, please ask for further clarification of this assignment by email. Hand in written work by uploading your Word.doc on Canvas.

**Module #3 February 19—25**  
*SUGGESTED DUE DATE: February 25*

**Weekly Reading and Writing Assignment**

**A. READ, in the Bible:** The Book of Genesis, chapters 1-50

**B. WRITE**

In 700 words, tell the entire story of Genesis on one single-spaced page. For the best score, focus on the major characters, plot, and theological significance of chapters 1-50 and attend to the balance of your word count in relation to *all fifty chapters* of the biblical text.

Upload your paper to Canvas.

**Module #4 February 26—March 4**  
*SUGGESTED DUE DATE: March 4*

**Weekly Reading and Writing Assignment**

Please Note: This is a new kind of reading and writing assignment.

**A. READ the first four chapters of your textbook.**

The textbook for this course is written by four highly-regarded Old Testament scholars: Bruce Birch, Walter Brueggemann, Terence Fretheim, and Petersen, *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005).

- chapter 1 “The OT as Theological Witness”
- chapter 2 “The Created Order and the Re-creation of Broken Order” on Genesis 1-11
- chapter 3 “Promises Made, Threatened, and Fulfilled” on Genesis 12-50
- chapter 4 “Bondage, Exodus, Wilderness” on Exodus 1-18

**B. WRITE**

After reading each chapter in the textbook, respond to it by writing about 250 words for each chapter.

- 1) Begin by writing the bibliographic information (author, title, publisher, page numbers).
- 2) First state the focus of the reading and the author’s primary interest and thesis.
- 3) Then simply state what you found most engaging or helpful.
- 4) Write a 250-word response *for each* of the articles/chapters (1000 words total).
- 5) Keep each of the four responses in ONE Word document. Upload your four responses in a single Word.doc on Canvas.

**Module #5 March 5—18 (two weeks)**

*SUGGESTED DUE DATE: March 18*

**Weekly Reading and Writing Assignment**

**A. READ**

Chose and read two of the social location perspective essays on Exodus from the six listed here and found on Canvas: Pixley, (Latin American); Ela, (Black African); and Moon, (Korean); Asian Feminists; Warrior (Native American); and Ateek (Palestinian). These articles are from the book *Voices from the Margin: Interpreting the Bible in the Third World*. Edited by R.S. Sugirtharajah. Maryknoll: Orbis, 1995.

**B. WRITE**

This paper will be graded on a twenty-point scale and have twice the grade-point value as other weekly writing assignments. You will write a paper of approximately 1500 words (about three single-spaced pages) describing and comparing *two* of the six articles made available to you. This paper and the professor's comments and grade will become a permanent part of degree-seeking NPTS student's Portfolio.

Here are the instructions for writing on interpreting the Exodus.

1. Find the six articles on the Canvas-site and **choose two** from the following, listed here by author and social location: Asian Feminists; Ateek (Palestinian). Ela, (Black African); Moon, (Korean); Pixley (Latin American); and Warrior (Native American).
3. Begin to construct your paper strictly according to the following pattern: Write two "detailed summaries," one for each of the two chosen articles (500 words each). See the specific directions for writing a "Detailed Summary" in this syllabus. Be sure to include the bibliographic information (author, title, publisher) at the head of each article.
4. In the remaining 500 words, write several paragraphs comparing and contrasting the two articles. Be sure to include the role of the following in the articles:
  - God
  - *Exodus* as the Word of God
  - the social contexts of the authors
5. Write your introduction last, describing and summarizing what you have said in the rest of the paper. Your completed paper will have approximately 1500 words (about three single-spaced pages) describing and comparing two of the articles. You must include the bibliographic information on each article to earn full credit.

**Module #6 March 19—25**

*SUGGESTED DUE DATE: March 25*

**Weekly Reading and Writing Assignment**

**A. READ** "Embracing the Law: a biblical theological perspective," by E. Martens. Find this article as a pdf document on Canvas.

**B. WRITE**

Write a 500-700 word detailed summary of the Martens article that you read. Be sure to adequately summarize the author's thesis and how he develops the argument for the thesis. Save your critique and perspective for the final paragraph. Include the bibliographic information.

**Module #7 March 26—April 8** (two weeks, for Easter)

*SUGGESTED DUE DATE: April 8*

**Weekly Reading and Writing Assignment**

**A. READ the following articles and chapters (found on Canvas)**

- A. Cain Hope Felder, "Racial Motifs in the Biblical Narratives" in *Voices from the Margin*, edited by R.S. Sugirtharajah, 172-188.
- B. "The Structures of Covenant Life" chapter 5 in Bruce Birch, Walter Brueggemann, Terence Fretheim, and Petersen, *A Theological Introduction to the Old Testament*. (your textbook)
- C. Tremper Longman III, "Before the Land" in *A Biblical History of Israel*, 107-123.
- D. Justo Gonzales, "Reading the Bible in Spanish" in *Mañana: Christian Theology from a Hispanic Perspective*, 75-87.

**B. WRITE FOUR SHORT RESPONSES**

After reading each article, respond to it by writing about 250 words for each one.

To write your responses:

- 1) Begin by writing the bibliographic information (author, title, publisher, pages).
- 2) First state the focus of the reading and the author's primary interest and thesis.
- 3) Then simply state what you found most engaging or helpful.
- 4) Write a 250-word response *for each* of the articles/chapters (1000 words total).
- 5) Keep each of the four responses in ONE Word document. Upload your four responses in a single Word.doc on Canvas.

**Module #8 April 9-15**

*SUGGESTED DUE DATE: April 15*

**Weekly Reading and Writing Assignment**

**A. READ** "What is Black Theology?" in *Introducing Black Theology*, pp. 11-36, by Bruce L. Fields. Find this article as a pdf document on Canvas.

**B. WRITE**

Write a 500-700 word detailed summary of the article that you read by Fields. Be sure to adequately summarize the author's thesis and how he develops the argument for the thesis. Describe his thought without adding your commentary. Save your critique and own perspective for the final paragraph only. Include the bibliographic information.

**Module #9 April 16-29** (two weeks)

*SUGGESTED DUE DATE: April 29*

**Weekly Reading and Writing Assignment**

**A. READ** "Introduction to the Book of Deuteronomy," in *NIB vol. 2*, pp. 271-289, by Clements. Find this article as a pdf document on Canvas.

**B. WRITE**

Write a 500-700 word detailed summary of the article that you read by Clements. Be sure to adequately summarize the author's thesis and how he develops the argument for the thesis. Describe his thought without adding your commentary. Save your critique and own perspective for the final paragraph only. Include the bibliographic information.

**NOTE:** All course assignments are due by Monday, April 30<sup>th</sup> at midnight. A course grade of “Incomplete” may be requested of the Professor, extending your work until the end of the following semester

### **GUIDELINES for assignments requiring a “Detailed Summary” of an article.**

These papers will be a summary of essential points or precise abstract of the article or chapter that you have read, using the following instructions.

#### **Format and Content**

These papers should be on one page, single spaced, block-style paragraphs, about 500 words. Do not quote more than a phrase or two.

In 3/4ths of the page (3-4 paragraphs) answer these questions:

- a. What is the author’s interest? What question or problem is he or she addressing?
- b. What is the main point of the author’s “answer” to that question?
- c. How does the author build his or her argument? What warrants (proof or logic) does she offer?
- d. Briefly summarize the main argument, step by step.

In 1/4<sup>th</sup> of the page offer your “critique” of the arguments. These may include:

- a. What’s missing?
- b. What assumptions do you question?
- c. Is the author’s “interest” a helpful approach?
- d. What did you learn? What questions remain?

Always be sure to add the bibliographic reference of your article (Author, Title, Publishing information, page numbers). If you quote a text, put the citation in parentheses.

#### **Submission Guidelines**

- Papers can be submitted ANY TIME during the course, but the modules are designed to help you spread out your work over the whole course. Papers must be submitted by uploading to our course site in Canvas. To turn in your writing assignments, go to the Canvas homepage.
- click on the appropriate assignment and upload your paper.
- If uploading papers is a problem, they may be sent directly by email to the professor.
- All documents should be saved/titled with your last name and assignment number (e.g., *Smith, Assignment 1.doc*).
- You will also find your feedback there, by clicking on the grade in the gradebook.

#### **Course Grading**

- Attendance and Participation at all face to face sessions: 40%
- Nine Writing Assignments: 60%
- NPTS Grade percentages operate as follows: A (93+), B (86+), C (78+), D (70+).
- For paper grading standards, please see the grading rubrics section of the syllabus.

**VALUE ADDED READING (Optional and available as pdfs)**

- Blenkinsopp, "Introduction to the Pentateuch" in *New Interpreters' Bible*, vol. 1, 305-18.
- "Archeology" in LaSor, *OT Survey*, 641-52.
- Walton, "A Historical Adam"
- "Transcripts of the Trinity" Cheryl Bridges Johns, *Ex Auditu*, volume 30.
- "Collapse of Historical Criticism," Tremper Longman III, in *Introduction to the OT*, 42-51.
- Friedman, "Deception for Deception" (on deception in Genesis narratives)
- Achtemeier, "Why God is Not Mother"
- "Genesis: Patriarchal History" by LaSor in *OT Survey*
- Mary Douglas, *Leviticus as Literature*, chapter one.
- "What Every Christian Should Know about Exodus," James K. Bruckner, in *Word and World*.
- John Walton, *Equilibrium and the Sacred Compass: The Structure of Leviticus*, 293-304.
- Carol Redmount, "Bitter Lives," 58-89, ed. Coogan, *Oxford History of the Biblical World*, 2001.
- "Communion and Koinonia: Pauline Reflections on Tolerance and Boundaries," by N. T. Wright, a paper given at the *Future of Anglicanism Conference*.
- Abraham Heschel, "The Meaning and Mystery of Wrath" in *the Prophets*, 358-382.
- "Theological Reflections on the Wrath of God in the OT," Terence Fretheim, in *Horizons in Biblical Theology*, vol. 24, 1-26.
- Marilyn Robinson, "Moses," in *When I Was a Child, I Read Books*, 95-124.
- Kathryn Green-McCreight, "Restless Until We Rest in Thee." For a contemporary account of a Christian advocating a return to Sabbath-keeping, see Mathew Sleeth, *24/6* (Tyndale, 2012).
- Rabbi Eckstein: "Festivals of the Jewish Year" pp. 93-130.
- "What About the Canaanites", Christopher Wright, in *The God I Don't Understand* (part I, part II). The primary source for translated ancient Canaanite literature is J. Gibson, *Canaanite Myths and Legends*, 2<sup>nd</sup> edition (Edinburgh: T&T Clark) 1978.

**The Eerdmans Dictionary of the Bible** includes these relevant articles.

I recommend it for every Christian teacher's library.

- sixteen maps inside the back cover
- *On Interpretation*: Archeology; Tell; Pottery; Gezer; Hazor. Beth-Shean (e.g.s of archeological digs); Interpretation-Biblical; Haggadah; Halakhah; Biblical criticism; Yahwist; Elohist; Priestly document.
- *On Genesis One*: Genesis-Book; Abyss; Chaos; Creation; Deep; Darkness; Day; Leviathan; Light.
- *On Interpretation*: Pentateuch; Revelation; Genre; Dispersion (diaspora); Canon of the OT; Masoretic Text; Leningrad Codex; Text of the OT (long); Bible
- *On Genesis 1-3*: Dominion; Image of God; Adam; Eve; Eden; Death; Fall.
- Bible translation; Emendations of the Scribes; Greek Versions (of OT).
- *On Genesis*: Flood; Noah; Genealogy; Generation; Ham, Canaan (person); Humanity; Nephilim; Original Sin; Cain; Babel.
- *On Interpretation*: Deuteronomistic History; Hezekiah-King; Josiah-King; Hilkiyah; Historiography-Biblical.

- Abraham, Sarah; Euphrates River; Ur; Sumerians; Aram; Haran (place and person); Padan-Aram; Palestine (geographical); Beersheba; Herding (culture); Hebron (place); Bless; Election; Abimelech; Hagar, Ishmael; Isaac, Rebekah; Moriah; Esau; Jacob; Rachel, Leah; Matriarchs; Israel (long); Bethel (place); Dinah; Joseph; Aseneth; Famine; Simeon, Reuben, Levi; Judah; Zebulun; Issachar; Dan; Gad; Asher; Naphtali; Joseph (Manasseh; Ephraim); Benjamin.
- Exodus-Book; Exodus (event); Egypt (ten columns); Pharaoh; Ramses II; Hyskos (Egyptian rulers); Goshen; Hebrew (people); Moses; Miriam; Aaron; Nile; Plagues; Destroyer; Midian; Kenites; Jethro; Zipporah.
- Many Waters; Sea Monster (Exod 15); Massah-Meribah; Amalekites; Wilderness; Negev; Manna; Rephidim; Covenant; Yahweh; God-Names; El-Elohe-Israel; El Elyon; El Shaddai; El (four columns); GOD (long); Covenant-Book; Debt, Interest, Loans; Hammurapi; Orphans; Widow.
- *On Exodus*: Grace (*khesed*); Repentance; Redemption; Tabernacle; Bread of the Presence; Glory; Ephod.
- *On Leviticus*: Leviticus-Book; Clean and Unclean; Water of Purification; Holiness; Levites, Levitical Cities; High Priest; Priesthood (long); Altar; Sacrifices and Offerings (long); Burnt Offering; Elevation Offering (wave); Libation; Peace Offering.
- Law (long); Judge, Judgment, Justice, Justification; Righteousness; Sanctification; Atonement, Day of Atonement; Expiation; Firstborn; First-fruits; Blood; Lex Talionis (law of just retaliation); Jubilee, Year of (Lev. 25).
- Numbers-Book; Cities of Refuge; Edom; Peor (ba'al peor); Korah; Face; Wrath; Plague; Balaam; Zelophad's Daughters.
- Deuteronomy-Book; Corporate Personality; Monotheism; Ethics; Daughter; Father; Mother; Mother's House; Heart; Sabbath; Sabbatical Year; Jubilee; Ten Commandments; Commandment; Covet; Murder.
- Worship; Feasts-Festivals; (1) Passover/Unleavened Bread Feast; (2) Pentecost/Weeks-Feast; Tabernacles-Feast (a.k.a. Booths, Sukkot)/Trumpets-Feast.
- Canaanites; Ammonites; Amorites; Phoenicians; Philistines; Moab; Moabite Stone; Edom; Ugarit (long on Canaanite culture); Idol; Idolatry; Asherah; Ashtoreth; Ashtaroth; Harlot; Chemosh; Milcom; Molech; Terephim.



## **Syllabus Accommodations, Objectives, Learning Goals, Responsibilities, and Grading Rubrics**

### **Disabilities Accommodations**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-5619). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. Please review the following website: <http://www.northpark.edu/ada>

### **Title IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's Safe Community site for contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

### **Participant Learning Objectives**

1. Comprehend fundamental principles, generalizations, or theories.
2. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Analyze and critically evaluate ideas, arguments, and points of view.

### **Specific Course Objectives**

- Grow in appreciation of the passion and the power of the narratives and law contained in the primary biblical documents.
- Develop a personal facility for interpreting Old Testament biblical texts in the context of the Christian Church.
- Demonstrate the ability to communicate another person's perspective fairly and accurately.
- Analyze, evaluate, and gain new perspectives on issues raised in reading difficult biblical texts.
- Evaluate the significance of specific books of scripture in their literary contexts.
- Explain the significance of individual texts in their historical context.
- Synthesize understanding of the content of the primary and secondary source reading with personal perspective on the subject matter.
- Master the use of the précis format for summarizing reading.

**Computer and Technical Skill Requirements**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

**Participant Responsibilities**

1. Attendance, presence, and full participation are required for this class. *You cannot successfully complete this course without completing the weekly readings and assignments.*
2. Although I suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time.
3. Use proper “netiquette” (see *A Guide to Netiquette* in Course Information resource).
5. I advise participants to plan on spending nine hours per week total on course responsibilities (e.g. reading, assignments, and online discussion).

**Course Facilitator Responsibilities**

1. The course is designed so that students have every opportunity to achieve the learning objectives.
2. The course facilitator will respond to all questions in order to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
5. The course facilitator will respond to all student e-mails within 48 hours of receipt.

## Grading Rubric for Writing Assignments

*Your responses will be graded on a weekly basis according to the following criteria:*

CATEGORY	10 Points --Wow	9 Points –Very Good	8 Points –O.K.	1-7 Points—Whoops.
<b>Key Principles</b>	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates to key principles of the assignment	Reference made to key principles but the paper could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment.
<b>Examples</b>	Examples are well-integrated effectively into response	Examples are well-integrated effectively into response	Examples are either not present or do not support the key principles of the assignment.	
<b>Writing Style</b>	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Many of these are present - Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and sources are properly cited	

## **IGNITE: Midwinter Week in detail     January 22-26, 2018**

**Pentateuch and Interpretation     Professor James K. Bruckner**

### **Monday 9:00-4:00** (5 contact hours)

*8:30 Travel by van to North Park Theological Seminary (N-25)*

9:00 Introduction to the Course

10:00 Lecture: Genesis 1: Creation

11:00 Lecture: The World *behind* the Text: hermeneutics 1

### **Lunch 12-2 Olsson Lounge; NPU Tour and Student IDs**

2:00 Lecture: Genesis 2: Creation Revisited

3:00 Lecture: The World *of the Text Itself*: hermeneutics 2

*4:30 Travel by van back to the Hyatt, Welcome Dinner*

### **Tuesday 9:00-3:00** (5 contact hours)

9:00 Lecture: Genesis 3: The Falling Out

10:00 Lecture: The Reader *in front of* the Text: hermeneutics 3

11:00 Lecture: Genesis 4-11: Brokenness, Bondage, and Rebellion

### **Lunch 12-1**

1:00 Lecture: Genesis 12-26: Abram/Sarai; Isaac/Rebekah

2:00 Lecture: Focus on the Canonical Text: hermeneutics 4

*3:00 Early ending for other Midwinter sessions, Ministry update with ECC President Walter*

### **Wednesday 11:00-5:00** (5 contact hours)

*Late start for other Midwinter Plenary Session*

11:00 Lecture: Genesis 27-50: Jacob-Israel/Leah and Rachel; Joseph

12:00 Lecture: Exodus Introduction

### **Lunch 1-2**

2:00 Lecture: Exodus 1—14

3:00 Lecture: Exodus 15—18

4:00 Lecture: Exodus 19—24

### **Thursday 9:00-4:00** (6 contact hours)

9:00 Lecture: The Fear of the LORD

10:00 Lecture: Exodus 25—40: Name of the LORD, Calf, Tabernacle, and Glory

11:00 Lecture: Leviticus in Cultural and Literary Context

### **Lunch 12-1**

1:00 Lecture: Law in Leviticus I

2:00 Lecture: Law in Leviticus II and NT Interpretation

3:00 Lecture Numbers

### **Friday 10:30-1:00** (2.5 contact hours)

### **Late start for other Midwinter sessions, Communion Service**

10:30 Lecture: Deuteronomy

11:30 Lecture: Ten Commandments

*The following MP3 Audio Lectures by Prof. Bruckner, with accompanying power-point presentations, will be available in Canvas: "The Wrath of God"; "Who Were the Canaanites?"*