

SCS 501 3 Credits/4 C eus
Monday and Wednesday 8 – 10 a.m. Fall Term

Instructor Name	E. J. Niles
Office Hours	Monday and Tuesday 1 – 4 p.m., Thursday 1 – 2 p.m.
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Required Texts	Collins, J. J., (2004) <i>Introduction to the Hebrew Bible</i> , Minneapolis, Fortress Press Friedman, R. E. (1997), <i>Who Wrote the Bible</i> (2 nd ed.) San Francisco, Harper San Francisco,)
Other Required Reading	Handouts
Recommended Reading	Finkelstein, I. & Silberman, N.A. (2002) <i>The Bible Unearthed</i> , New York, O'Dell, D. L. (2006), <i>How the Bible Became the Bible</i> , West Conshohocken, PA, Infinity Publishing

Course Description

This is an overview course that covers the approximately 900-year period of the writing of the Hebrew Scripture. The various writings are examined based on the probable sequence of their writings. The course contains an overview of the mythical history of the Israelite people and the reasons for the writing of the Hebrew Scripture. It is expected that the students will have the knowledge level found in the Spiritual Education and Enrichment course Bible overview.

Learning Objectives

1. Discuss the events (and their timeline).that are recorded as “history” in the Hebrew Bible
2. Differentiate between factual events and those that are mythical in character.
3. Discuss the historical and political events that influenced the redaction of the Hebrew Bible.
4. Explain how the mythical history can be seen as a way of understanding the changing perception of the divine.

The above learning objectives partially fulfill the following program outcomes for the Master of Divinity:

MD4- Recognize the value, purpose and cultural context of sacred texts

The above learning objectives partially fulfill the following program outcomes for the Certificate in Unity Ministry:

C4 - Recognize the value, purpose and cultural context of sacred texts

The above learning objectives partially fulfill the following program outcomes for the Master of Arts in Religious Studies:

MA-1 Recognize the value, purpose and cultural context of sacred texts

Class Schedule

Week	Date	Topic	Reading Assignment	Paper/Exam/Activity
1a	10/3	Introduction		
2a	10/8	The Myth of Hebrew Bible History	Handouts	
2b	10/10	The Primeval History	Collins, pp 25 -82	
3a	10/15	The Patriarchs	Collins, pp 83 - 104	1st Exam
3b	10/17	Moses and the Exodus	Collins, pp 107 - 136	
4a	10/22	Joshua and Judges	Collins, pp 183-214	
4b	10/24	The United Kingdom David – and Solomon	Collins, pp 217 - 257	
5a	10/29	The Divided Kingdom	Collins, pp. 261 - 278	
5b	10/31	The 8 th and 7 th century prophets	Collins, pp 283- 327	
6a	11/5	The Exile and return	Collins 331 - 353	
6b	11/7	The Post-Exilic Period Second Temple Era	Handouts	2 nd Exam
7a	11/12	The Book of Chronicles, - Jonah and Ruth	Handouts	
7b	11/14	How the Hebrew Bible became the Hebrew Bible	Friedman, Introduction and Chapter 1	
8a	11/19	Writing the myth Genesis Through Kings J E	Friedman, Chapters 2 and 3	
9a	11/26	Re-writing the myth –The P writer	Friedman, , 11 and 12	
9b	11/28	The D writer	Friedman, Chapters 6 and 7	
10/a	12/3	The Hebrew Bible as seen through the lens of Spiral Dynamics	Handouts	
10/b	12/5	The Hebrew Bible as seen through the lens of Spiral Dynamics (continued)		Paper due
11a	12/10	The changing perception of God	Handouts	
11b	12/12	Final Review		

Assignments for the Master of Divinity:**Grading**

Assignment	Possible Points	Meets Learning Objective
Paper (20 pages)	60	
2 exams	20 points each	

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Final Grade Determination:

Final Grade Determination:

100 – 90 points = A

89 - 80 points = B

79 - 70 points= C

Assignments for the Certificate in Unity Ministry:

Grading

Assignment	Possible Points	Meets Learning Objective
Paper (12 pages)	60	
2 exams	20 points each	

Final Grade Determination

Final Grade Determination:

100 – 90 points = A

89 – 80 points = B

79 – 70 points= C

Assignments for the Master of Arts in Religious Studies:

Grading

Assignment	Possible Points	Meets Learning Objective
Paper	60	
2 exams	20 points each	

Final Grade Determination

Final Grade Determination:

100 - 90 = A

89 – 80 points = B

79 - 70 points= C

Standards for Term Paper:

- Create a cover page which includes: Course name, instructor’s name, due date
- Indicate student’s name at the end of the paper
- Double space
- Cite all direct quotes or references
- Use APA standards for references and text citations
- Number all pages

- Indicate word count at end of paper.
- Preferred method of submission is electronically. Hard copy is acceptable.

Evaluation of the paper is based on the following factors (in order of relative importance):

- Depth of knowledge
- Clarity in communicating ideas
- Use of outside resource material (when appropriate)
- APA format in citations and references
- Grammar, sentence structure, spelling

Expectations of Students:

Students are expected to come to class having read the assigned material and being prepared to discuss it. Students are expected to comply with the rules of engagement. Cell phones are to be turned off prior to entering the classroom.

Late Assignment Policy

Papers received after the due date may be assessed a penalty. In case of emergency or special concerns arrangements can be made for extended time. Arrangements must be made with the instructor prior to the due date.

Academic Honesty

Unity Institute assumes that all students desire to pursue their academic and transformational work with honesty and scholarly integrity. Cheating, plagiarism, facilitating academic dishonesty and misrepresentation of self or other students are prohibited. Students may seek the assistance from others as long as the student submitting the assignment is actually doing the work.

If a faculty member discovers a student violating academic honesty the following penalty may be applied, depending upon the severity of the infraction:

1. A reduced grade for the assignment.
2. A grade of zero for the assignment.
3. An "F" for the course.
4. Remand the decision to the full faculty.

A report will be sent to the faculty, the Dean, as well as kept in the student's permanent file.

For further information about academic honesty, students are directed to review the Unity Institute Catalog and Unity Institute Student Handbook.

Special Concerns

If students have any special concerns and/or challenges that may affect their performance in this course, they are encouraged to speak with the instructor immediately so that any accommodations, if necessary, may be made.