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OT 620 Pentateuch

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ASBURY THEOLOGICAL SEMINARY
Department of Inductive Biblical Studies

OT(IS)620 3 hours
PENTATEUCH (Inductive Biblical Studies)
Prerequisite: NT(IBM) 525 or 530

David L. Thompson†

Spring 2001

I. GENERAL COURSE DESCRIPTION

This course is a study of Genesis through Deuteronomy. It builds on the methodology of the first Inductive Biblical Studies course by further use of what has been previously learned and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the books as a whole and the synthesis of books. In addition, attention is given to thinking, valuing and living biblically by learning how to apply Scripture to life and ministry.

II. COURSE OBJECTIVES

A. Methodology. By the end of the course the student should be able evidentially and contextually to:

1. Interpret books-as-wholes and any of their parts in light of the whole;
2. Evaluate and apply passages thus interpreted;
3. Correlate the theology of the passages studied to the teaching of other biblical materials, thus moving toward a biblical theology.

B. Content. The student shall be able to:

1. Think through the contents of each book of the Pentateuch studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Pentateuch;
3. Use a general knowledge of the historical and religious background of the Pentateuch in the interpretation of these books.

C. Attitude. The student should desire and intend to:

1. Apply the inductive method to other biblical books;
2. Make the Pentateuch the object of life-long study;
3. Use the Pentateuch as a resource for preaching, teaching and living.

III. CLASS RESOURCES

A. Required Texts

1. Revised Standard Version of the Bible or some other contemporary, standard (non-paraphrasing) version with minimal editorial clutter in the layout. NRSV, NASB, and NIV are also fine.
2. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson

B. On-line resources

The following (and other) materials will appear in an email (First Class) folder in your campus, First Class, e-mail desk top.
• PowerPoint Slides and other documents. Copies of the Power point overheads/slides and other materials we use in class will be lodged here for your review and, if desired, duplication.

† Significant features of the lessons in this syllabus reflect work, teaching and syllabi of Dr. Robert A. Traina, F. M. and Ada Thompson Professor of Biblical Studies Emeritus, distinguished teacher of English Bible at Asbury Theological Seminary, 1966-1988. They are used here with the permission of Dr. Traina and with my deep appreciation.

• Pentateuch Studies. Some selected studies I have done on Pentateuchal texts but which we will not use in class will be found here.

WARNING. If you do print Power Point materials BE SURE TO MARK "PURE BLACK & WHITE" IN THE PRINT DIALOGUE BOX in order to avoid pools of ink on your paper or the library floor (It is not a pretty sight.).

INSTRUCTIONS FOR USE. Materials we will use in class will in some cases be posted here long before their use in class.

• You should consider these materials secondary sources.
• They should be consulted only after you have done your own work and then only with proper documentation and critical interaction. Undocumented use of these materials will be considered plagiarism. These materials are not a substitute for interaction with regularly published secondary sources.

CAMPUS EMAIL SERVICE. If you have not established you on-campus First Class email service you will need to do that to access these materials (See Kevin Heickes, BC 323). No cost to you for this.

- C. Library reserve resources.
- Some of materials available digitally and additional materials are available in hard copy in a "Pentateuch" box at the library reserve desk.
 - Dr. David Bauer's five tapes entitled "Second EB: Abridged Introduction."
 - Robert Traina. Methodical Bible Study.

IV. COURSE PROCEDURES

A. Inductive Studies of the Pentateuch.

The most important part of the course will be the student's own, independent, direct studies of the Pentateuch, due at class time and on the dates assigned.

A word about "**independent.**" It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. Appropriate use of secondary sources is encouraged, indeed required. But when secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will certainly lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course and other disciplinary action as provided in Guidelines for the Asbury Experience: 2000-2001.

Independent here excludes reference all reference to any previous student's work in the course and undocumented use of lecture notes from any previous semester of OT(IBS)620 and undocumented use of course materials made available on library reserve and on line. It is assumed that the student's notes and all work submitted for this course is the student's own work, done specifically for OT(IBS)620, and not previously submitted as part of any other course's requirements. Exceptions to certain aspects of these procedures, when group study is suggested, will be clearly announced.

B. Format & Submission of Papers.

To facilitate handling by my office and especially by SPO personnel:

1. **Each lesson** should contain on the front page, upper right corner:
 - Student's SPO

- Student's name (please print, large "font")
- Lesson numeral and page number (IV-1, IV-2)
- Date due/Date completed, e.g., "Due Feb 20 / Done Feb 18"

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted. No guarantees made on preservation of "stacks" of paper submitted.

The placement and order of this information are important for SPO handling. Do not center your name and SPO down in the middle of the cover page.

2. Please write/print on one side only of paper.

C. Evaluation and Feedback

1. Lessons. All lessons are due, complete at class time as assigned on the dates posted with each lesson and will be reviewed for credit. Selected lessons will be graded for written feedback.
2. Classroom instruction and interaction.
3. Peer consultation. Group work will be encouraged on several lessons and also in class to make insights and instruction from colleagues available.

D. Grade

1. Components.

Lessons

I - III	20%
IV - VII	25%
VIII - X	25%
XI - XIII	35%

2. Grading Criteria and Criteria of Excellence
The stated course objectives and the directions in the appendixes, especially Appendixes I, II and V provide the bases of evaluation. Careful attention should be paid particularly to the appended materials.
3. Assessment Reflected in Grade
(See Seminarian: The Catalogue Edition for grade values.)
A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
B = Good work: strong, significant achievement of course objectives
C = Acceptable work: basic, essential achievement of course objectives
D = Marginal work: inadequate, minimal achievement of course objectives
F = Unacceptable work: failure to achieve course objectives.
4. Late work.
Except in cases of emergency or by previous arrangement with the instructor, work submitted late may be accepted for credit but will not normally be graded.

E. Extra-credit Research and Bibliographic Review.

Students wishing to earn extra credit should request an extra credit assignment sheet from the instructor. It outlines an approximately 15 hour investment whereby a semester grade can be raised one level (e.g., A- to A). This work is due by 5:00 p.m., Friday, May 18.

F. Course Requirements (See also Appendix I)

1. Completion and submission of assignments and lessons in writing as assigned. At least 70% of the lessons must be completed to earn credit in the course.
2. Punctual attendance at all classes for the entire class. Two class sessions of absence are allowed without penalty. Every absence beyond that will cancel 0.5 credit for one lesson, unless provisions are made for make up work. Responsibility for negotiating and completing such "make up" rests with the student.

3. Responsible handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class.

V. INDUCTIVE STUDIES IN THE PENTATEUCH

Suggestions:

1. *Read through an entire assignment before beginning it.*
2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

GROUP ONE: LESSONS I - III (20% OF SEMESTER GRADE)

LESSON I. SYLLABUS & FOUNDATIONS DUE FEB 8-15

1. Read through the syllabus, sections I-IV, establishing the base of our mutual accountability for acquaintance with their contents. Review also the bibliography and appendixes also, so you will know of the resources there. Due, Thursday, Feb 8.
2. Read Bible Study That Works, revised edition. Two phase assignment:
 - a. Complete this reading by Wednesday, September 13.
 - b. Write a 500 word, typed, critical interaction with the work. The critical interaction is due Friday, September 15.
 - If you have already read BSTW,
 - 1) read 90 pages of most interest to you in Robert Traina, Methodical Bible Study, and write the response; **or**
 - 2) select another text (or equivalent portion thereof) from Bibliography A to read and review on the same schedule as BSTW.
3. View David Bauer's "Second EB:¹ Abridged Introduction" video-cassette presentation on IBS method. Report this viewing as completed by Thursday, February 15.
4. Be reading the book of Genesis and giving brief, descriptive (vs. interpretive), associative titles to each chapter. Complete by Feb. 20.

LESSON II. SURVEY OF THE BOOK OF EXODUS FEB 20

If possible, work on this lesson in a group of 2 or 3 colleagues. Approach the work as *independent colleagues consulting*, not as persons working on a group project.

1. Title the chapters/segments. Discern the general nature of the materials also (BSTW 27-31; MBS 53-59).
2. Locate and title the main units and sub-units in the book and identify a **few, major structural relationships** operative between these and in the book as a whole (BSTW, 32-43; MBS 38-66). Briefly describe the specific materials involved in each structure. Give references.
3. Ask a brief, coherent set of **interpretive questions** regarding each major structural relationship observed (adapting those in Appendix III to this specific content) and record them with each major set of structural observations (BSTW, 44-49).
4. On the basis of your structural observations, identify the **strategic areas** which provide insight into the book as a whole. Guided by your structural observations, give reasons for each selection in terms its relationship to the content of the book as a whole. It may be helpful also to state these together with each law (Appendix I#13).
5. Tentatively identify **literary forms and genres** of book-level significance.
6. Observe the **atmosphere/tone** of the book.
7. Note data bearing on such **critical questions** as author, place, date of writing, history of composition, recipients, etc. **Approach these questions inductively** from the book itself, not from introductory remarks in your study Bible or from other secondary sources. You will have plenty of time to consult these sources during the course of further study.

¹ "EB," i.e., English Bible was the former designation of the courses and department referred to as Inductive Biblical Studies, i.e., "IBS."

8. Note other **major impressions and questions** relating to the book as a whole.
9. Present your major findings (content, structure, strategic passages, etc.) on a book chart. You may need a legal size sheet for books of this size.

LESSON III SURVEY OF THE BOOK OF LEVITICUS
Apply Lesson II to this book.

FEB 27

**GROUP TWO:
LESSONS IV - VII (25% OF GRADE)**

LESSON IV. GENESIS 11:27-25:11
OBSERVATION AND INTERPRETATION OF A SECTION AS A WHOLE

MAR 06

If possible, work on this lesson in a group of 2 or 3 colleagues. Approach the work as *independent colleagues consulting*, not as persons working on a group project.

1. Survey observation of Genesis 11:27 - 25:11
 - a. Discern and title the **main units and sub-units** within this section.² The titles should be brief, accurate, descriptive, non-interpretive, associative.
 - b. Identify a **few, major structural relationships** operative in the unit as a whole (i.e., covering well over half the material). Briefly describe the specific materials involved in each structure. Always give references. Cf. BSTW, 32-43; MBS. 36-67.
 - c. Based on your structural observations, identify the **strategic passages** which provide insight into the unit as a whole, when viewed from the perspective of these particular structures. Guided by your structural observations give reasons for each selection in terms of its relationship to the materials of the unit as a whole. It may be helpful also to state these with each major law (App. I#13).
 - d. Identify the set of structural observations you regard as most important to an understanding of this unit or which isolates the unit's most important theological claim(s). Focusing on these observations, pose a coherent set of **interpretive questions** regarding your observations and the structure itself (See Appendix I #10-12 and Appendix III; BSTW, 44-49)
 - e. Identify **literary forms or genres** employed in the section as a whole as you are able.
 - f. Describe the **atmosphere/tone** of the unit.
 - g. Note data relevant to compositional history, probable first readers, etc., i.e., who wrote this? to whom? for what reasons? At this stage these will be *very tentative* conclusions though meaningful.
2. Interpretation of this unit as a whole, involving skills Dr. Bauer presented as "detailed observation," "detailed analysis," and "interpretation." (Allow half your time for this work.)
 - a. Preparation: bring forward the questions you posed above (1.d).
 - b. Answer these questions as thoroughly as your time will allow by gathering evidence from both objective and subjective determinants. This will involve especially analysis of selected features of the unit itself (see 2.c below) and careful inferential reasoning based on your analyses and all other evidence (BSTW, 49-64). Answering the definitive question, "What is involved in...?" is often an excellent way to focus the initial stages of analysis, moving then to basic definition and other matters.

² In larger units, such as 11:27-25:11 and others, in order to keep within the time limits that make this work manageable, one must move immediately to naming the chapters/segments and then the groups of segments ("sub-sections" of the "section," 11:27-25:11), and then the section as a whole. In a brief sections like 2:4-4:26 one can name the paragraphs, then the segments (i.e., groups of paragraphs), then the section as a whole.

- 1) Record observations and inferences, separating them clearly using either the two-column format, indentation of inferences, or some other indicator that helps you clarify your thinking process at this point.
- 2) Number observations and give Bible references. Do not simply quote the text. Probe, analyze, describe, label. Say something about what is in the text.
- 3) Avoid non-significant rehearsal of grammar and go beyond even significant grammatical analysis to other matters.
- 4) Actually draw inferences from your observations. Don't simply rephrase your observations as inferences.

- | | |
|----|--|
| c. | Possible focus. You may find it helpful to <u>begin by focus on the strategic passage</u> related to the structural insights you are going to pursue, moving from this passage then to selected features of the unit as a whole which are involved. Or you could focus on selected passages related to a major theme/issue raised in the unit. |
|----|--|
- d. If it is necessary to move beyond immediate-context definition of key terms, consult published word studies (See VI.D) or do your own strictly limited inquiry of a word's use (See Appendix II).
 - e. Save time for reflection on rational and implicational questions related to and based on the matters you have studied.
 - f. After you have done your own analysis and consulted various relatively non-interpretive sources for such matters as historical-social context, consult one or two respected interpreters of your passage. Interact critically with these resources, integrating the results into the answers to your interpretive questions and returning to further analysis of your materials if necessary or beneficial.
 - g. Summarize your findings.
 - h. Remember: in the preceding work, you are aiming at a significant, integrated interpretation of a significant feature of the unit as a whole, not a collection of disconnected answers to miscellaneous questions.
3. Synthesis (Select one of these synthetic exercises.).
 - a. Content Interpreted. Summarize the essential content of the larger unit, recasting it into fresh wording, making important implicit matters explicit, clarifying ambiguities, drawing out important assumptions and implications as you now understand them, having studied some portion of it more carefully.
 - b. Context. Taking your findings in this study into account, either
 - 1) reflect on how the unit fits into the division and/or book; or
 - 2) list the specific ways your study illuminates its unit context.
 - c. Purpose. In light of your conclusions, to whom do you think this unit might have been addressed. To what problems, misunderstandings, weaknesses, community needs, etc. might it have been addressed and why?

LESSON V. SURVEY OF THE BOOK OF NUMBERS
Apply Lesson II to this book.

MAR 13

NOTE: DO LESSON VI OR VI-A.
LESSON VI. GENESIS 25:19-36:43.

MAR 20

1. Study this section of the book, adapting Lesson IV to this unit.
2. Among these inquiries, if possible, note the change of Jacob's name in chapter 32. Reflect on the specific ways in which the events in the preceding chapters contribute to an understanding of the wrestling incident. How do the events of the succeeding chapters flow from it?
3. Synthesis. Review the promise and the covenant motifs in this division: the main emphases, their relation to the preceding chapters.

OR LESSON VI-A. GENESIS 37-50.

MAR 20

1. Study this section of the book, adapting Lesson IV to this unit.
2. If possible, Include in your analysis study of the passages in this division which disclose the activity and purposes of God in the events. What is affirmed or assumed about God?

3. Synthesis. Study the references here to covenant and promise. Indicate the main emphases and their relation to preceding materials.

NOTE: DO *EITHER* LESSON VII OR VII-A

LESSON VII. EXODUS 1:1-6:1(?)

MAR 27

1. Study this section of the book, adapting Lesson IV to a unit of this size (e.g., do not name paragraphs). Go back and review those instructions. Note connections to Genesis.
2. If possible, include in your study a focus on 3:1-4:17. What is the significance of the burning bush event in its larger context? Plot the flow of the conversation between God and Moses, making observations about it and drawing inferences regarding the significance of the passage.

OR LESSON VII-A. EXODUS 6:2(?) - 15:21

MAR 27

1. Study this section of the book, adapting Lesson IV to a unit of this size (e.g., do not name paragraphs).
2. Include a study of the verb "know" in this division (and the book). How do your findings illuminate the purpose of the plagues and the relationship of the plagues to chs. 1-6?
- OR 3. Study the reactions of the Israelites in 6:9 and 14:31-15:1, accounting for the differences and relating your conclusions to the theology of the song in Exodus 15?
4. Synthesis. Summarize the purpose of the deliverance in view of your study.

**GROUP THREE:
LESSONS VIII - X (25% OF GRADE)**

NOTE: DO *EITHER* LESSON VIII OR VIII-A

LESSON VIII. EXODUS 19-24

APR 03

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., here you can probably name paragraphs, except in the case-laws).
2. Include in your study a detailed interpretation of 19:5-6, relying primarily, if not entirely, on inferences you can make from a detailed examination of the passage itself and a study of its context. Relate your findings to other references to the motivation for keeping the commands.
3. In what sense are the Ten Commandments as a whole a logical outgrowth of what precedes, especially in chapters 19 and 20.
4. Select a main truth (or a cluster of related truths) from your findings. Evaluate it, in anticipation of application (BSTW, 65-94; MBS, 201-220).
5. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

OR LESSON VIII-A. EXODUS 32:1-35:3

APR 03

1. Study this division of the book, adapting Lesson II to a unit of this size (e.g., here you can probably name paragraphs).
2. Include attention to chapters 25-40 and the present "Golden Calf" unit's contrast with its context as a clue to the purpose of this sub-unit (32:1-35:3).
3. Select a main truth (or a cluster of related truths) from your findings. Evaluate it, in anticipation of application (BSTW, 65-94; MBS, 201-220).
4. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

NOTE: DO *EITHER* LESSON IX OR IX-A. SURVEY AND INTERPRETATION

LESSON IX. LEVITICUS 1-7

APR 17

1. Study this section of the book, adapting Lesson IV to this unit. Remember the "What is involved in...?" question.
2. In the course of this study, make certain you study the various offerings, comparing and contrasting them. For example, trace the main steps in each offering, or selected offerings, putting yourself in the place of the worshipper. On the basis of such empathy and also your more objective evidence, indicate the possible purpose of each step.

3. What do these offerings teach about God (theology), humanity (anthropology), sin (hamartiology), salvation (soteriology)?
4. Select a main truth (or cluster of related truths) from your findings. Evaluate it, in anticipation of application.
5. Remember that evaluation goes beyond citation of Scripture to the observation of what these scriptures do with your selected teaching and to the drawing of *evaluative* inferences.

OR LESSON IX-A. LEVITICUS 23-27
Apply Lesson IV to this unit.

APR 17

LESSON X. SURVEY AND INTERPRETATION OF NUM 13:1-14:45 APR 24
Adapt Lesson IV to this unit.

GROUP FOUR: LESSONS XI - XIII (30%)

LESSON XI. SURVEY OF THE BOOK OF DEUTERONOMY MAY 01
Apply Lesson IV to this book.

LESSON XII. DEUTERONOMY 4:44-11:32 MAY 08

1. Study this section of the book, adapting Lesson IV to a unit of this size.
2. Study the uses of the words "fear" and "love" in this book. Cf. your results with studies in a work like Harris' or Botterweck's (Bibliography D). Why and how are these concepts related to the obedience of God's law?
3. Select a main truth from your findings. Evaluate it, in anticipation of application. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply the truth.

LESSON XIII. SYNTHESIS AND "FINAL" LESSON: MAY 16 (W) 1:00 - 3:00 P.M.
DEUTERONOMY 27-30

NOTICE:

EXCEPT BY PRIOR ARRANGEMENT THIS LESSON WILL BE ACCEPTED ONLY FROM PERSONS ATTENDING THE FINAL SESSION AND ONLY AT THE END OF THAT SESSION.

1. Observe and interpret Deut 27:1-30:20, adapting Lesson II to units of this size. Go back and review those suggestions.
2. Interpret 30:15-20 in considerable detail and relate significant features of this paragraph to the larger context of Deuteronomy (especially 27:1-28:68; 4:44-11:32 and chs. 31-34) and the Pentateuch as a whole.
3. Select a main truth from your findings in the study of 30:15-20 in context and Evaluate it. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply that this aspect of your Deuteronomy 30:15-20 findings thus evaluated.

This lesson is due at the beginning of class and serves as our "final." We will be engaged for the full two hours on this and other important integrative matters. Plan now to attend.

May 18 (F) ALL WORK DUE

- LESSON XIV DUE AT CLASS TIME MONDAY
- ALL OTHER WORK, INCLUDING EXTRA CREDIT WORK (SEE IV.E) DUE BY 5:00 PM., FRIDAY, MAY 18.

VI. SELECT BIBLIOGRAPHY

See Section I below for extended bibliographies

A. METHOD and HERMENEUTICS (Including popular presentations^P)

- Alter, Robert A. The Art of Biblical Narrative. Basic Books, 1981.
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- Blair, Edward P. The Bible and You. Abingdon-Cokesbury, 1953.
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_____. Methodical Bible Study. 1952. Zondervan, 1982.
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B. PENTATEUCH/HEXATEUCH STUDIES

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- Childs, Brevard S. Introduction to the Old Testament As Scripture. Philadelphia: Fortress Press, 1979.
- Coats, George W. Moses: Heroic Man, Man of God. JSOT Supplement Series, no. 57. Sheffield: JSOT, 1988.
- Clines, David J. A. The Theme of the Pentateuch. Sheffield: JSOT, 1978.
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- Harrison, Roland K. Introduction to the Old Testament. Eerdmans, 1969.
- Hostetter, Edwin C. Nations Mightier and More Numerous: The Biblical View of Palestine's Pre-Israelite Peoples. BIBEL Dissertation Series 3. Richmand Hills, TX: BIBAL Press, 1995.
- Keil, Carl Friedrich. Biblical Commentary on the Pentateuch. 3 vols. Reprint Edinburgh: T. & T. Clark, 1864-1865. Grand Rapids: Eerdmans, 1949.
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C. INDIVIDUAL BOOKS

For individual books, see Biblical Resources for Ministry (Bibliography F below).
Arnold, Bill T. Encountering the Book of Genesis. Baker, 1999.

D. WORD STUDY RESOURCES

Concordances and Indexes

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- † Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrickson, 1979. [This work is keyed to Strong's concordance.]
- † Einspahr, Bruce, ed. Index to Brown, Driver, and Briggs Hebrew Lexicon. Chicago, 1976. Ref. PJ 4833 .G41 1962
- Goodrick, Edward W. and John R. Kohlenberger III (eds.). The NIV Exhaustive Concordance. Zondervan, 1990. Ref. BS425 .G62 1990
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