This is a draft. The books will not change. The specifics of the assignments will be different, but students can expect to work 7-9 hours per week outside of class.

OT (IBS) 610 Pentateuch
Asbury Theological Seminary – Florida

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“What other life can there be without the knowledge of the Scriptures, for through these Christ himself, who is the life of the faithful becomes known?” – Jerome

"Apply the whole of the text to yourself; apply the whole of yourself to the text.” – Bengel

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.

PER CATALOG GUIDELINES, THIS COURSE WILL REQUIRE A WEEKLY TIME COMMITMENT OF 7.5-9.0 HOURS OF OUTSIDE WORK. PLAN YOUR SCHEDULES ACCORDINGLY.

Part of this course involves learning to work within time constraints. You could easily spend hundreds of hours on any of the assignments for this class, but in reality, for many of you, the time limits in this class will approximate the time available during "normal" weeks for sermon and teaching preparation.

Work diligently this semester to master the totality of this method and its application in the time available and you will have a rich resource to draw on for the rest of your ministry. Those whom you teach will be blessed!!

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

* Significant portions of this syllabus reflect the influences of my IBS teachers at ATS (Profs. David Thompson and David Bauer) as well as their mentor in the method Robert A. Traina who taught IBS (then English Bible) at ATS from 1966-88. I am grateful and thankful for the role that the IBS department has played in my development as a person, teacher, and interpreter of Scripture.
1. Interpret books-as-wholes and any of their parts in light of the whole;
2. Interpret narrative materials,
3. Evaluate and apply passages thus interpreted;
4. 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 passage 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.
4. Interact with major interpreters from throughout church history and around the globe.
5. Reflect critically on the interface between the theology of the Pentateuch and Wesleyan-Arminian theological distinctives. In particular, give thoughtful reflection on how the theology of the Pentateuch informs and models our commitment to holiness of heart and life.

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 prayers, preaching, teaching and living.

**PLACE IN CURRICULUM:**
**IBS-2 courses serve an important role in the curriculum.** First, they provide the opportunity for growth in exegetical aptitude and practice by building upon the foundation set in IBS-1. Second, they offer the student additional exposure to the serious study of a part of the Christian Scriptures. Third, they focus on issues of evaluation and application/appropriation. This is important because it explicitly relates Scripture to wider theological and ethical concerns. Last, as the sub-title “from text to sermon” suggests, IBS-2 courses intentionally provide a bridge from study of the text to issues of proclamation and teaching. As such, IBS-2 is a prerequisite for preaching courses.

**III. CLASS RESOURCES**
**A. Required Texts**
1. **RSV, NRSV, NIV, or some other non-paraphrased version of the Bible.** The best Bible for IBS is one that contains only the text without paragraph headings, study notes, etc. I found it profitable to buy a completely unmarked "pew" bible to use exclusively for IBS.


**B. Commentaries:** You are encouraged to use a wide range of commentaries during the course of the semester. This is the best way to become aware of books that you may choose to purchase for your own library. Bibliographies of suggested resources are available on-line in our Class folder. Also see David R. Bauer, *Biblical Resources for Ministry* (Hendrickson, 2003).

**C. On-line Class Resources**

1) A First Class account is required for this class. On your First Class Desktop, you will find an OT610 (IBS) Pentateuch Class Folder. This folder serves two purposes: (1) Copies of all printed course materials are available here. View by left clicking on OT (IBS) 610 folder and opening the Course Center Icon; (2) Questions of a general nature can be posted here for all to view. All confidential matters (assignments, etc.) need to be sent “To Office”.

2) The ipreach data base is now available via the libraries website. You will find access to a variety of good commentaries: New Interpreters, Interpretation, and Old Testament Library, among others.

**IV. COURSE PROCEDURES**

**A. Inductive Studies of the Pentateuch.**

**Inductive Studies of the Psalms**

The essential core of this class is your direct, individual study of assigned portions of the Pentateuch. To maximize your acquisition of the IBS methodology schedule your preparation time so that your assignments are done on-time and that you work on them in blocks. My own experience shows that blocks of 2-3 hours tend to be the most productive. Don’t attempt to complete the whole assignment in one sitting. You may chose to work this way, but it will not be your best work.

Your assignments will consist primarily of your work, not the work of other commentators. Bible dictionaries/background studies may be consulted in the midst of your study, but only after you have completed at least your contextual observations. Commentaries are to be consulted only after your own interpretive work has been completed and then clear documentation must be made of these sources. As you know, IBS is not about collecting the remarks of other sources. It is about gaining confidence through the application of a tested methodology to interpret the message of Scripture on your own. Believe me when I say that the IBS methodology will be one of the key assets that you acquire here at Asbury. It will serve you for the rest of your ministry.
B. Format.

1. Please place the following items on upper right-hand corner:
   a. Student’s name  (please print, large "font")
   b. Lesson numeral and page number (IV-1, IV-2)
   c. Date due / Hours Worked, in that order (e.g., Sept. 21/Sept. 20)

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted

2. Please write/print/type on one side only of paper, ink only, except for charts where pencil and/or colored markers may be necessary at times.

3. Though not required, students are encouraged to submit their assignments in electronic format via FirstClass. This has advantages for you as a student: a) you will receive feedback as soon as the paper is graded because I will return it to you immediately via FirstClass, b) I can insert comments directly into your text, and c) I find that my comments tend to be more legible (!) in electronic format.

C. Evaluation and Feedback

1. Lessons. All lessons are due to be submitted, complete at class time as assigned. Selected lessons will be graded for written feedback.

2. Classroom instruction and interaction. As soon as the review of method is complete, the majority of class time will be spent studying the texts under consideration. Work in groups is permitted for the first few lessons. We will also practice peer review in order to learn from our colleagues.

D. Grade Components.

Lessons

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>I - III</td>
<td>10%</td>
</tr>
<tr>
<td>IV – IX</td>
<td>35%</td>
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<tr>
<td>X-XII</td>
<td>50%</td>
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</tbody>
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Brief 3-4 page (max) reflection on Achtemeier's *Preaching from the Old Testament. (Due May 10th)* 5%

The percentages are weighted with the assumption that you will produce your best work at the end of the term.

I take grading very seriously. It is my responsibility to evaluate your work and give you a letter grade. I hope to do this in the spirit of Ephesians 4:15-16 "But speaking the truth in love, we must grow up in every way into him who is the head, into Christ, from whom the whole body, joined and knit together by every ligament with which it is equipped, as each part is working properly, promotes the body's growth in building itself up in love."

Statement of Grades (from Catalog):
Regarding the assignment of grades, let each one remember that the Seminary defines an "A" as "Exceptional work: outstanding or surpassing achievement of course objectives."

Incompletes (from Catalog)
A grade of "incomplete" will be given only in the case of an "unforeseeable emergency." This does not include church work or problems in other courses at ATS.

Late Work is not accepted. If you will not be present a given class period, it is your responsibility to make sure that I receive your work by class time of its due date.

Class Attendance. It is assumed that all students will be present for all sessions. Absences beyond one session result in the loss of one grade level: A → A-, etc. If you will miss more than one class, you can negotiate make up work in advance.

E. Course Requirements
1. Completion and submission of assignments and lessons in writing as assigned.
2. Punctual attendance at all classes for the entire class. One absence is allowed without penalty. Every absence beyond that will result in the loss of one grade level A to A-, unless provisions are made for make up work. Responsibility for such “make up” rests with the student.
3. Responsible prompt 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
*NINE HOURS IS THE MAXIMUM THAT IS EXPECTED TO BE SPENT ON EACH LESSON*

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 (10%)

LESSON I. SYLLABUS & FOUNDATIONS FEB 15
1. Read through the syllabus, establishing the base of our mutual accountability for acquaintance with its contents.
2. Reflect on your prior exegetical and Inductive Biblical Studies educational experience and the readings just completed in #3 below. Critique your previous work in IBS-I. What are your strengths and weaknesses? List the most important questions you have about methodical Bible study and about your own study of Scripture in light of this experience, especially your most recent Inductive Biblical Studies instruction, and come prepared to discuss these questions and to submit your list for review. Include your self-evaluation in the reflection paper discussed below.
3. Read pages 3-80 and 135-88 of Methodical Bible Study and chapter seven of Introduction to Biblical Interpretation.

LESSON II. GENESIS 1:1-2:3 FEB 22
If possible, work on this lesson with a group of your colleagues. This is not a group project as each individual is responsible for the entire assignment. However, within your group, you may consult, critique, and share ideas. This is not required but will provide you an opportunity to dialogue with colleagues outside of class as you review method in these early lessons.

1. Survey 1:1-2:3
   a. Locate and title the main units and sub-units within this section. Justify your divisions in a brief paragraph.
   b. Identify a few, major structural relationships operative in the unit as a whole. Briefly describe the specific materials involved in each structure. Always give references. Cf. MBS. 36-67.
   c. Identify the set of structural observations you regard as most important to an understanding of this unit. Focusing on these observations, pose a coherent set of interpretive questions regarding the observations and the structure itself (See Handout). Use the content of the passage to make your questions as specific and pertinent to this assignment as possible.
   d. Based on your structural observations, identify the strategic areas which provide insight into the unit as a whole. Give reasons for each selection in terms of its relationship to your structural observations. It may be helpful also to state these with each major law. In other words, identify one strategic passage for each structural relationship.
   e. Identify literary forms or genres in the section as you are able.
   f. Describe the atmosphere of the unit.
   g. Note data relevant to compositional history, probable first readers, etc.

2. Detailed Analysis/Observation
   b. Experiment with a two column format or its equivalent as a way of separating observations and inferences/questions.
   c. Do not be content with a superficial set of observations. As part of this, employ your knowledge of Hebrew grammar and syntax.

LESSON III. GENESIS 2:4 - 4:26 MAR 1
If possible, work on this lesson with a group of your colleagues. This is not a group project as each individual is responsible for the entire assignment. However, within your group, you may consult, critique, and share ideas. This is not required but will provide you an opportunity to dialogue with colleagues outside of class as you review method in these early lessons.

1. Survey 2:4 - 4:26
   a. Locate and title the main units and sub-units within this section.
b. Identify a few, major structural relationships operative in the unit as a whole. Briefly describe the specific materials involved in each structure. Always give references. As a rule of thumb, look for 3-4 major structures (this does not include recurrences) Cf. MBS. 36-67.

c. For each structure that you identify, pose a coherent set of interpretive questions regarding the observations and the structure itself (See Handout). Use the content of the passage to make your questions as specific and pertinent to this assignment as possible.

d. Based on your structural observations, identify the strategic areas which provide insight into the unit as a whole. Give reasons for each selection in terms of its relationship to your structural observations. In other words, identify one strategic passage for each structural relationship.

e. Identify literary forms or genres in the section as you are able.

f. Describe the atmosphere of the unit.

2. Analysis.

a. Select the structural relationship that shows the most promise for understanding the passage as a whole and bring forth a set of interpretive questions.

b. By analysis of the unit and careful, inferential reflection on your analyses, answer these questions as thoroughly as your time will allow. Answering the definitive question, “What is involved in…?” is often an excellent way to focus the initial stages of analysis. Select the determinants that appear most important for answering each question.

1) Record observations and inferences, separating them clearly using either the two-column format or some other indicator.

2) Number observations and give Bible references. Go beyond mere quotation of 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.

c. Possible focus. You may find it helpful to begin your analysis process by focus on the strategic passage related to the structural insights (i.e., focus on a detailed analysis of a strategic passage) you are going to pursue, moving from this passage then (as time allows) to selected features of the unit as a whole which are involved. Those who have completed OT501 are encouraged to make use of the original language in the process of detailed analysis. I will model this in class.

Some suggestions: What role does 3:1-7 in this segment? How does 2:4-25 lead to this scene? How does 2:4-25 flow from it?

d. If it is necessary to move beyond immediate-context definition of key terms, consult published word studies (See Bibliography) or do your own strictly limited (i.e., usage within the Pentateuch) inquiry of a word’s use.

e. Save time for reflection on rational and implicational questions related to the matters you have studied.

f. After you have done your own analysis, consult at least two respected interpreters of your passage (see Handout on the use of secondary
sources). Interact critically with these resources, integrating the results into the answers to your interpretive questions.

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 "little" questions.**

3. **Synthesis**
   a) In a sentence or two, state the subject of this text?
   b) How is the subject developed? Offer an outline of the theological teaching or list a series of theological affirmations that emerge from a close study of the passage (i.e., your work).

4. **Evaluative Synthesis**
   a. In Romans 5:12-20, Paul alludes to this passage. How does our study of Gen 2-3 illumine Paul's use of the text? Vice versa?

**GROUP TWO: LESSONS IV - IX (35%)**

**LESSON IV. GENESIS 11:27-25:18 MARCH 8**

If possible, continue your group work on this lesson. Remember the suggestions at the beginning of the lessons. Use lesson III as a basic model in terms of format.

1. Study this book division (11:27-25:18), adapting Lesson III to a unit of this size (e.g., title segments and major units but not paragraphs).
2. If possible from your structural insights, include the promise-covenant motif or the characteristics of Abraham and his relationship to God among the matters analyzed.
3. Synthesis. Follow Lesson III. 3 or respond to this question: How does the Abraham narrative illuminate the covenant solution to the problem of sin and judgment set forth in Genesis 1-11?
4. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.
5. Application
   a) On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

**LESSON V. GENESIS 37-50 MARCH 15**

1. Study this section of the book, adapting Lesson III to a unit of this size (e.g., provide titles to main units and sub-units). Go back and review those instructions.
2. Include a 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.

4. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   a) On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

LESSON VI. EXODUS 19-24 MARCH 29

1. Study this section of the book, adapting Lesson III to a unit of this size.

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. Briefly note the emphases of the
   How does this unit relate to the deliverance and wilderness narratives (Exod 1-18)?

5. Synthesis.

6. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

LESSON VII EXODUS 32-34 APRIL 3

1. Study this division of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).

2. Include attention to how chapters 32-34 contrast with its context and the clues to the purpose of this sub-unit.

3. Pay attention to the role that Moses plays in this section, especially in terms of intercession. Relate Moses' characterization to that found earlier in the book.

4. In what way is this unit significant for understanding Yahweh's character.

5. Synthesis. What are main theological teachings of this passage?
6. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

LESSON VIII. SURVEY OF THE BOOKS OF LEVITICUS AND NUMBERS   APRIL 10

1. Title the chapters. Be creative. The purpose of this is so that you can easily bring to mind the content of the book without recourse to the text. Discern the general nature of the work also (MBS 53-59).

2. Locate and title the main units and sub-units in the book and identify a the major structural relationships operative between these and in the book as a whole (MBS 38-66). Briefly describe the specific materials involved in each structure. Give references. Remember: a major structural relationship will control the bulk of the material in the book or at minimum be operative between two main units.

3. Ask a brief, coherent set of interpretive questions regarding each major structural relationship observed and record them with each major set of structural observations (See Structure/Question sheet).

4. On the basis of your structural observations, identify the strategic areas which provide insight into the book as a whole. Give reasons for each selection in terms of structural significance. List one strategic area for each major structural relationship observed. Note that there may be possible overlap.

5. Identify literary forms of book-level significance.

6. Observe the atmosphere 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.

8. Note other major impressions and questions relating to the book as a whole.

9. You may find it helpful to 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 IX   LEVITICUS 1-7   APRIL 17
1. Study this section of the book, adapting Lesson III to a unit of this size. 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. What are major steps in each offering? How are these related to one another?

3. Synthesis: What do these offerings teach about God (theology), humanity (anthropology), sin (hamartiology), redemption (soteriology)?

4. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

LESSON X. SURVEY OF THE BOOK OF DEUTERONOMY  
APRIL 26

Apply Lesson VIII to this book.

GROUP FOUR: LESSONS XII - XIII (30%)

LESSON XI. DEUTERONOMY 5-11  
MAY 3

1. Study this section of the book, adapting Lesson II 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 from Bibliography D. Why are these concepts related to the obedience of God’s law?


4. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

ACHTEMEIER BOOK REFLECTION DUE MAY 10
LESSON XII. SYNTHESIS AND “FINAL” LESSON: DEUTERONOMY 27-30, 31-34
MAY 17

1. Study these sections of the book, adapting Lesson II to units of this size. Go back and review those suggestions. Remember to include biblical references. Give primary attention to chs. 27-30.

2. Interpret 30:15-20 in some detail and relate significant features of this paragraph to the larger context of Deuteronomy and the Pentateuch as a whole.


4. Evaluation – Select a truth or related truths from your synthesis.
   a) Are there clues in the context of this passage or the Pentateuch as a whole about the truth's specificity? How would the writer wish you to use the text?
   b) How do other OT texts construe the issue under consideration?
   c) How does the NT construe the issue under consideration?
   d) Reformulate the truth in light of your canonical analysis in terms of its contemporary applicability.

5. Application
   On the basis of your evaluation, explore specific ways in which this passage can be applied to yourself and/or other contemporary persons.

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 matters.

VI. SELECT BIBLIOGRAPHY

A. METHODOLOGY


**B. PENTATEUCH/HXATEUCH STUDIES**


C. INDIVIDUAL BOOKS (See Biblical Resources for Ministry – the following list is supplemental)


1. Exodus

2. Numbers
   Dennis Olson. Numbers. Interpretation. WJK.

3. Deuteronomy

D. WORD STUDY RESOURCES

Concordances and Indexes

Bible Works 4.0
Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrikson, 1979. [This work is keyed to Strong's concordance.]
Einspahr, Bruce, ed. Index to Brown, Driver, and Briggs Hebrew Lexicon. Chicago, 1976.
Wordbooks and other Resources


E. BIBLE DICTIONARIES


F. OLD TESTAMENT THEOLOGY


**G. HISTORY OF INTERPRETATION (INCLUDING PERSPECTIVES FROM THE UNDERREPRESENTED)**


**H. BIBLIOGRAPHIES FOR BIBLICAL AND THEOLOGICAL STUDIES**


