1-1-2004

OT 610 Exegesis of Genesis

David Loren Thompson

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2179

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
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.

D. Institutional Curricular Concerns. The student will be able to discuss the contribution of the Pentateuch and its critical study to the issues of:
   1. A Wesleyan concept of the gospel;
   2. The global, historical character of the church;

† 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.
III. CLASS RESOURCES

A. Required Texts

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.


B. Library Reserve


SEE LESSONS I & X.

C. 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.
• 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.

D. 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.
- 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: 2003-2004.

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)610 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)610, 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 a plain title 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 Sept 9 / Done Sept 8”

   On succeeding pages you need only put your last name and the
lesson-page enumeration. *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. Do put this info in the upper right hand corner (portrait orientation). *The plain title page is important for student privacy issues.*

2. Please write/print on one side only of paper. Staple or paper-clip every multi-sheet work submitted. No guarantees made on preservation of unsecured “stacks” of paper submitted.
   - Submit hard copy; no guarantee on email attachment preservation.

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, II & X 10%
      - III - V 20%
      - VI - VIII 20%
      - IX & XI 25%
      - XII or XIII 25%
   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, Dec 17.

F. Course Requirements (See also Appendix I)
1. Completion and submission of assignments and lessons in writing as assigned. At least 80% of the lessons must be completed to earn credit in the course.
2. Punctual attendance at all classes for the entire class. One absence is 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
LESSON I, II & X
10% of Semester Grade

LESSON I. SYLLABUS & FOUNDATIONS DUE SEPT 9 -

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, September 9.

2. Begin reading the book of Genesis and giving brief, descriptive (vs. interpretive), accurate titles to each segment/chapter. Submit Thursday September 16

3. Read Bible Study That Works, revised edition immediately. For later submission: write a 500 word (excluding headings), typed, critical interaction (not content rehearsal) with this work. List and elaborate on (1) three significant matters you learned in reading BSTW; (2) three theological or hermeneutical questions the book raised for you. Submit Tuesday, September 21.

1 “Segment” refers to a literary unit comprised of several paragraphs, often roughly of chapter length, but more precisely delineated as a literary unit than chapters generally are.
Look through Robert Traina’s *Methodical Bible Study* (copy is on reserve). Note especially his sample of detailed observation and asking detailed interpretive questions, and his following comments upon the example, pp. 111-135. Note this resource and come back to it when we do detailed observation, interpretation below. List things you learned from this consultation of Traina and append this list, with a separate heading to your critical interaction with BSTW.

**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, or
3) suggest another hermeneutical reading you would like to do.

[4. Anticipating Lesson X. Start reading one of the works on preaching or preaching the Old Testament listed in Select Bibliography V.A. Write a 1000 word (excluding headings), typed, critical interaction with this work.  Due ]

*[The global, historical character of the people of God and mission; cross-cultural, multi-ethnic nature of ministry; a Wesleyan concept of the gospel]*

**LESSON II. SURVEY OF THE BOOK OF EXODUS**

You will receive feedback, but no grade for this lesson. Relax and dive in full force to get your IBS juices going again.

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 larger units and sub-units in the book (beyond the segments). 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.

---

2 Bracketed notes of this sort are for the information of the Academic Committee’s reviewer, to note points where matters of general institutional concern are brought to the surface in ways appropriate to this course.
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. Present your major findings (especially content, structure, strategic passages) on a book chart. You may need a legal size sheet for books of this size.

[The historical character of the people of God.]

GROUP TWO
LESSONS III – V
20% of Semester Grade

LESSON III SURVEY OF THE BOOK OF LEVITICUS
SEPTEMBER 30
Apply Lesson II to this book.
[A Wesleyan concept of the gospel; historical nature of people of God.]

LESSON IV. SURVEY OF THE BOOK OF NUMBERS
OCTOBER 07
Apply Lesson II to this book.

LESSON V. SURVEY OF THE BOOK OF DEUTERONOMY
OCTOBER 14
Apply Lesson II to this book. Be sure to include at least some attention to the role of Deut. 6:4-5 in the book in anticipation of later assignments.
[Cross-cultural, multi-ethnic nature of the people of God and ministry.]

GROUP THREE
LESSONS VI – VIII
20% OF GRADE

LESSON VI. GENESIS 11:27 – 25:11. SECTION SURVEY
OCTOBER 21
AND INTERPRETATION FOCUS (22:1-19)
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 Record in your paper the names of the persons with whom you consult.

Independent-inductive Work

1. SECTION CONTEXT. Reading rapidly review this large section of Genesis, revising your segment titles from your content survey of Genesis as you go. This is not a formal section survey. Make brief notes about obvious section level structure or other matters that help you clarify the context of chapter 22 and the flow of the narrative coming into it.
   Since we are doing both survey and interpretation of a sizeable unit, devote no more than 2 hours to this review and stick with really major matters.
2. SEGMENT AND SECTION LEVEL SURVEY AND INTERPRETATION

a. **Segment Survey.** Survey 22:1-19 by means of a segment level thought-flow. Then raise interpretive questions which will enable you to get at the segment’s key passages, while at the same time achieving an interpretation of the whole segment.

b. Answer these questions you have raised as thoroughly as your time will allow by gathering evidence from both objective and subjective determinants. This will involve especially extended analysis of selected features of the unit itself 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, reason, mode and other matters.

1.) Record observations and inferences, separating these observations clearly from the inferences using either the two-column format, indentation of inferences, or some other indicator that helps you clarify your thinking process at this point of differentiating observations from inferences. (Review Appendix I again.)

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. Answer your interpretive questions using relevant objective and subjective determinants.

c. Proceed through other determinants as time allows. Summarize findings for each major determinative used.

**INTERPRETATION: CONSULTATIVE - INTERACTIVE WORK**

d. Use whatever secondary sources necessary to get at cultural background, word meaning etc. (e.g., Bible dictionaries, published word studies).

e. Consult and interact with at least two contemporary, critical commentaries on Genesis 22.

f. Compose a final summary of your interpretive findings regarding this segment, focusing on the theological claims this unit makes.

g. Synthesis: List three ways your increased understanding of Genesis 22 informs your understanding of the Terah Toledot, Gen. 11:27 – 25:11

3. TOWARD EVALUATION

a. Select one of your major interpretive findings.

b. Identify several biblical passages which you think would or could be important in tracing the canonical dialogue regarding the interpretive finding you have selected. State briefly why you think each passage selected would/could figure in the evaluative task of discerning that canonical dialogue.
c. Do not actually proceed now to do the evaluative work.

LESSON VII. GENESIS 25:19-35:29. SECTION STUDY & INTERPRETATION

OCTOBER 28

INTERPRETIVE FOCUS: 32:22-32 IN THE CONTEXT OF CHS. 32-33
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.

INDEPENDENT-INDUCTIVE WORK

1. SURVEY OBSERVATION
   a. Reading rapidly, review the Isaac Toledot, Genesis 25:19-35:29 as you did the Terah Toledot.
   b. Do a general thought-flow of Genesis 32:1-33:20 staying at over-view, inter-paragraph level.
   c. Do a detailed, line by line thought-flow of 32:22-32.
      Plan to devote no more than 3 of your 8-9 hours to this survey process for both a & b.

2. INTERPRETATION OF 32:22-32 IN ITS IMMEDIATE AND LARGER CONTEXTS.
   a. From your toledot survey, your overview of chs. 32-33 or your thought-flow of 32:22-32 formulate a set of questions to guide your interpretation of 32:22-32.
   b. Interpret by answering these questions. Adapt the instructions in Lesson VI for this work. Among other things
      • Do extended, detailed, line by line analysis/inference on 32:22-32, and then move to observations of selected aspects of the context which shed light on our passage. (Context determinant)
      • Proceed through other determinants as time allows.
      • Summarize findings for each determinant and then for your independent work as a whole.

INTERPRETATION: CONSULTATIVE - INTERACTIVE WORK

Adapt related instructions in Lesson VI, focusing finally on the theological claims of Genesis 32-33 as illuminated by your work on 32:22-32.

3. TOWARD EVALUATION (Do both independent and consultative work here)
   Adapt the instructions in Lesson VI to your work on 32:22-23.

LESSON VIII. EXODUS 19-24 SURVEY, INTERPRETATION, EVALUATION

NOVEMBER 04

1. SECTION SURVEY.
   Survey this section of the book of Exodus.
   • Either adapt Lesson II to a unit of this size (e.g., here you can name paragraphs),
   • Or do a thought-flow of this section from which you can clarify its content,
summarize its major structure and identify strategic passages.

2. PARAGRAPH INTERPRETATION. Focus your major efforts on interpretation of 19:1-6 in context, with particular detailed attention vv. 4-6, relying primarily on a) inferences you can make from a detailed examination of the passage itself and a study of its context, and b) careful study of the use of major terms and expressions critical to understanding the statements. Summarize your findings.

3. EVALUATION. Relying on the resources of Scriptural Testimony (i.e., canonical dialogue) and “other evaluators,” evaluate your interpretive finding on the claim here of Israel as God’s “special possession.” Summarize your evaluative findings.

4. In all of this interpretive and evaluative work, follow the “independent-inductive,” “consultative-interactive” flow of your work developed in earlier lessons, including consultation with at least two contemporary, critical interpreters.

GROUP FOUR
LESSONS IX & XI
25% of Semester Grade

LESSON IX. LEVITICUS 1-7

1. SECTION SURVEY.
Review this section of the book of Leviticus along the lines of our approach to the Terah Toledot in Lesson VI.

2. SEGMENT SURVEY.
Survey 1:1-17 by means of a careful thought-flow.

3. SEGMENT INTERPRETATION.
   a. Focus your major efforts on interpretation of 1:1-17 in context. 1) inferences you can make from an extensive, detailed, examination of the passage itself and a study of its context, and 2) careful study of the use of major terms and expressions critical to understanding the statements.
   b. In the course of this interpretation, compare and contrast the whole burnt offering with the other offerings and bring that information to bear on your understanding of the whole burnt offering.
   c. Summarize your findings.

4. EVALUATION. Relying on the resources of Scriptural Testimony (i.e., canonical dialogue) and “other evaluators,” evaluate your interpretive finding regarding atonement as seen in the whole burnt offering. Summarize your evaluative findings.
5. In all of this interpretive and evaluative work, follow the “independent-inductive,” “consultative-interactive” flow of your work developed in earlier lessons, including consultation with at least two contemporary, critical interpreters.

LESSON X. BOOK REVIEW ON PREACHING TEXTS NOVEMBER 18

1. Write a critical interaction with one of the texts on preaching listed in the Select Bibliography A (Brueggemann, Kaiser, Kuist, or Miller) or one of the texts on library reserve (Holbert, Long, Achtemeier). Length: body 500 words plus headings and student ID. Attend to the following:
   a. State what you consider to be the main contentions of the book and assess the adequacy with which these are put forward.
   b. What are the strengths of this book?
   c. What are the important weaknesses of the work?
   d. How will reading this work impact your preaching of the Old Testament?

2. Come to class prepared to discuss how, informed by your class instruction and the above reading, you would move from text to sermon with the results of your work from one of the Lessons VI-IX. Your notes to submit as evidence of this work should contain main point(s) and brief indication of probable development of that/those point(s).

LESSON XI. SURVEY AND INTERPRETATION OF NUM 13:1-14:45 DECEMBER 02

1. BOOK SURVEY. Review your survey of the book of Numbers and your notes from class on that survey. Summarize your understanding of the role of this section in the book as a whole.

2. SECTION SURVEY. Survey this section of the book of Numbers.
   • Either adapt Lesson II to a unit of this size (e.g., here you can name paragraphs),
   • Or do a thought-flow of this section from which you can clarify its content, summarize its structure, and identify its strategic passages.

3. SECTION INTERPRETATION. Focus your major efforts on the development and meaning of the narrative in 13:25-14:10 unless you have reason to select some other passage of about the same size. Rely primarily on
   a) inferences you can make from a detailed examination of the selected passages and a study of their contexts, and
   b) careful study of the use of major terms and expressions critical to understanding the unit;
   c) critical interaction with two contemporary, critical commentaries among others.

*Summarize your interpretive findings in terms of the theological claims this section makes as you have interpreted it.

4. EVALUATION. Select one of these major theological claims (3* above) and evaluate that claim. Rely on the resources of Scriptural Testimony (i.e., canonical
dialogue) and “other evaluators.” Summarize your evaluative findings.

In all of this interpretive and evaluative work, follow the “independent-inductive,” “consultative-interactive” flow of your work developed in earlier lessons, including here consultation with at least two contemporary, critical evaluators.

5. APPLICATION. Present an outline of a way in which you might develop the proclamation or teaching of this passage as you have evaluated it. Remember you will be working (teaching, preaching) from the passage (perhaps with NT passages as well). Provide sufficient comment with your outline that your direction is clear.

FINAL LESSON
SELECT EITHER LESSON XII OR LESSON XIII AS FINAL LESSON
OMIT THE OTHER LESSON.
25% OF GRADE

IF YOU SELECT LESSON XII, IT IS DUE DECEMBER 09.
ALL STUDENTS WILL ATTEND THE FINAL SESSION OF THE CLASS DECEMBER 15, NO MATTER WHICH LESSON IS SELECTED FOR THE “FINAL” LESSON.

LESSON XII. DEUTERONOMY 4:44 - 11:32 DECEMBER 09

1. Study this section of the book, adapting Lesson VI to a unit of this size.
2. Get a survey grasp of 5:22-6:25 by thought-flow and give extensive, detailed, interpretive attention to 6:4-5.
3. Include studies of the use in the book of selected, important terms (not “God,” or “Yhwh”!). 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 to God’s law?
4. Evaluate 6:4-5 as you have interpreted it. Show whether and how one moves from the record of Jesus’ affirmation of this text to Christian appropriation of it. Remember that evaluation goes beyond citation of Scripture to the drawing of evaluative inferences.
5. Appropriate the text.

OR

LESSON XIII. SYNTHESIS AND FINAL LESSON: THURSDAY, DECEMBER 15, 1:00 – 3:00 P.M.
DEUTERONOMY 29-34

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. Survey 29-34, dealing briefly with the two(?) main units in this material.
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. Evaluate 30:15-20 as you have interpreted it. Include attention to Christian appropriation of the covenantal idea of blessings and curses as they surface here. Remember that evaluation goes beyond citation of Scripture to the drawing of evaluative inferences.

4. Apply 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 be there.

DECEMBER 17 (F) ALL WORK DUE
• LESSON XIII DUE AT CLASS TIME MONDAY
• ALL OTHER WORK, INCLUDING EXTRA CREDIT WORK (SEE IV.E) DUE BY 5:00 PM., FRIDAY, DECEMBER 17.

VI. SELECT BIBLIOGRAPHY
See Section I below for extended bibliographies

A. METHOD and HERMENEUTICS (Including popular presentations P)
B. CHRISTIAN BIBLICAL PROCLAMATION

Achtemeier, Elizabeth. Preaching From the Minor Prophets. Eerdmans, 19998.


C. PENTATEUCH/HEXATEUCH STUDIES


D. INDIVIDUAL BOOKS
For individual books, see An Annotated Guide to Biblical Resources for Ministry (Bibliography F below).

E. WORD STUDY RESOURCES
Concordances and Indexes

†Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrikson, 1979. [This work is keyed to Strong's concordance.]

† Particularly helpful for students without competence in biblical languages
Wordbooks and other Resources


F. OLD TESTAMENT THEOLOGY


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


