

Inductive Bible Study - Pentateuch

Course Description

OT (IBS) 610 Pentateuch 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 book as a whole and the synthesis of the book. In addition, attention is given to thinking, valuing, and living biblically by placing individual passages within their larger canonical contexts and by learning how to apply Scripture to life and ministry. It intentionally incorporates the grammatical analysis of the Hebrew language into the inductive process. (3 hours)

Student Learning Outcomes

1. Having identified those areas of method in the inductive study of the Bible where they were relatively weak at the beginning of the course, demonstrate a **developing** level of competency in these areas;
2. Demonstrate **developing** skill in the interpretation of both small and larger units of material;
3. Demonstrate ability at a **developing** level to discuss some of the major hermeneutical issues surrounding **especially** evaluation and appropriation;
4. Articulate the bases, importance, and process of evaluating the message of individual passages for their contemporary possibilities for appropriation, and demonstrate skill in actually evaluating and appropriating the message of these passages with a view toward their appropriation;
5. Demonstrate at an **introductory** level skills in moving from text toward proclamation;
6. Demonstrate at a **developing** knowledge the content of the book(s) in its (their) historical and especially its (their) **literary** and **theological** contexts.

Additional Learning Goals

A student should be able to:

1. Think through the contents of the Pentateuch from memory;
2. Identify significant passages in each book of the Pentateuch and interpret them contextually;
3. Demonstrate the importance of a sound, creative, and intense methodology for biblical interpretation and appropriation, including specific examples from texts of the Pentateuch;
4. Describe thoroughly the meaning and development of major themes in each book of the Pentateuch and the entire corpus of the Pentateuch, citing individual passages and other specific data to support conclusions;
5. Discuss the historical, social, and religious background of each book of the Pentateuch, demonstrating a general knowledge of critical problems regarding each book of the Pentateuch and an ability to use this historical and theological setting in the interpretation of the book.
6. Discuss the reasons why a sound, creative, and intense methodology for biblical interpretation and application as taught in this course will nourish and sustain a Christian's ministry of teaching, preaching, and similar ministries that employ deep theological truths of God's word.
7. Demonstrate growth in the following areas of a seminarian's life: formation by the word and Spirit, critical thinking, time management, and ability to follow a human guide to discover the difference between information and transformation.

Required Texts

- ☐ Holy Bible (NRSV)
- ☐ *Inductive Bible Study* by David Bauer & Robert Traina , 464 pp. ISBN: 9780801027673
- ☐ A masoretic text of the Hebrew Bible. **Either** *Biblia Hebraica Stuttgartensia*, 4th ed. Stuttgart: Deutsche Bibelgesellschaft, 1990. [ISBN: 9783438052186] **or** *The NIV Interlinear Hebrew-English Old Testament*. John Kohlenberger, editor. Zondervan. [ISBN: 9780310402008]

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- ☐ A concordance of the Hebrew Bible. **Either** Even-Shoshan, *A New Concordance of the Old Testament*, Baker. [ISBN: 9780801034176] **or** G. V. Wigram, *The New Englishman's Hebrew Concordance*, Hendrickson. [ISBN: 9781565632080]
- ☐ A lexicon of the Hebrew Bible. **Either** William Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, Eerdmans. [ISBN: 9780802834133] **or** M. E. J. Richardson, *The Hebrew & Aramaic Lexicon of the Old Testament*, Brill. [ISBN: 9789004100763]
- ☐ *A Guide to Biblical Hebrew Syntax* by Bill Arnold and John Choi, 240 pp. ISBN: 9780521533485
- ☐ *Dictionary of the Old Testament Pentateuch* by Desmond Alexander and David Baker, 976 pp. ISBN: 9780830817818
- ☐ *Essential Bible Study Tools for Ministry* by David Bauer, 426 pp. ISBN: 9781426755170

Additional Biblical Studies Resources Utilized

- ☐ Bible dictionaries or Bible encyclopedias [
- ☐ Theological Dictionaries
- ☐ Two Essential or Critical Commentaries (or one of each) on all the books of the Pentateuch Recommended Commentaries:
 - ☐ *The Book of Genesis Chapters 1-17; Chapters 18-50*, V. Hamilton, Eerdmans ISBNs: 9780802825216, 9780802823090
 - ☐ *The Book of Exodus*, B. Childs, Westminster/John Knox ISBN: 9780664209858
 - ☐ *The Book of Leviticus*, G. Wenham, Eerdmans ISBN: 9780802825223
 - ☐ *The Book of Numbers*, T. Ashley, Eerdmans ISBN: 9780802825230
 - ☐ *Deuteronomy*, G. McConville, IVP Academic ISBN: 9780830825059
 - ☐ For other options and recommendations, see Bauer's *Essential Bible Study Tools for Ministry*

Evaluation and Grading Components

Your grade is calculated with the following components:

Assignments (which receive a letter or numerical grade; lowest grade is dropped)	70%
Final Celebration of Learning (final assignments pertaining to the book of Deuteronomy)	20%
Participation	10%
Total	100%

A late lesson will be lowered by a single full letter grade (e.g. from A- to B-) for each calendar day late, unless excused by the professor. All late work is counted the same no matter the reason. **The maximum late period for any assignment is three calendar days, and the number of late assignments allowed for the entire course is two.** Each assignment not turned in at all (aside from the one permitted to skip) will be classified as omitted, and will count as a zero. **For any accepted late assignment, a grade is assigned but comments are not provided.**

Numerical and Letter equivalents:

Excellent		Good		Average		Poor		Failing	
100 – 95	A	89 – 87	B +	79 – 77	C +	69 – 67	D +	59 Below	F
94 – 90	A -	86 – 84	B	76 – 74	C	66 – 64	D		
		83 – 80	B -	73 – 70	C -	63 – 60	D -		

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Tentative Course Schedule

<u>Lesson</u>	<u>Topic</u>	<u>End Date</u>
Lesson 01	Inductive Bible Study Methodology and Book Critique	February 16
Lesson 02	IBS Methodology (cont.), Book Survey of Genesis and Segment Survey & Initial Interpretation of Gen 1:1-2:4a	February 23
Lesson 03	Segment Survey & Interpretation in Genesis 2:4b-3:24 and another Segment Survey & Interpretation in Genesis 11:27-25:18	March 1
Lesson 04	Segment Survey & Interpretation in Genesis 37-50	March 8
Lesson 05	Evaluation & Appropriation in Genesis 37-50	March 15
Lesson 06	Book Survey of Exodus	March 22
Reading Week: March 28 - April 1 Reading on the topics of Evaluation & Application		
Lesson 07	Segment Survey & Interpretation in Exodus 19-24	April 5
Lesson 08	Evaluation & Appropriation in Exodus 19-24	April 12
Lesson 09	Book Survey of Leviticus	April 19
Lesson 10	Segment Survey & Interpretation in Leviticus 1-7	April 26
Lesson 11	Book Survey of Numbers	May 3
Lesson 12	Book Survey of Deuteronomy	May 10
Lesson 13	Survey, Interpretation, Evaluation, & Appropriation in Deuteronomy 5-11 (&12-26)	May 17
Lesson 14	Survey, Interpretation, Evaluation, & Appropriation in Deuteronomy 31-33	Due at the time of final exam period
Final Exams Week: May 16-20		

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LESSON 02 -- Creation Narrative, Genesis 1:1-2:4a -- is most affected by the focused study in the natural sciences:

For the first five lessons in the course (lessons in the book of Genesis), we will take a look at the astronomy picture of the day (apod.nasa.gov) to enhance our understanding of the expansive and beautiful creation from the natural sciences.

- A. Study this segment in terms of the separate days of Creation. What is created on each day, and how are the various days related to each other? What is the connection between verses 1-2 and the days of creation?
- B. Analyze the segment to discover its most significant literary features. On the basis of your findings, what do you infer regarding the author's main purpose?
- C. Note the times God is mentioned and the verbs of action used. Indicate as thoroughly as possible the different aspects of God's being implied by each verb. What main theological concepts emerge from this study?
- D. In view of your study, state in a paragraph or two the primary purpose of this segment and its chief contributions to Genesis as a whole.
- E. Read about the cosmology in the ancient text as explained in *Genesis 1 as Ancient Cosmology* by John Walton
- F. Interact with two critical commentaries.
- G. Discover some of the better conclusions from the natural sciences that help us to understand the materials of creation more so than Gen 1:1-2:4a. From our field trip to the University of Kentucky, MacAdam Student Observatory, how has your understanding of the materials of creation been enhanced by astronomy/physics. [The observatory staff offers a 40-minute presentation on astronomy and then an observation of the universe through the telescope.]
- H. How has your derived theological understanding of this first creation account helped you to distinguish it from other interpretations of this passage which view the creation account as referring to materials vs. functions (e.g. 24 hour day, day age, two phase, etc)? How might some of the best conclusions from the natural sciences help us to understand the materials of creation more so than Gen 1:1-2:4a?