



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

OTL611 – Genesis, Module Fall, 2010

Course Structure

As modular course this class has three major sections to the course calendar and structure:

1. Pre-Module Work - Monday, July 12 - Monday, August 23, 2010
2. Modular Sessions - 8:00 am-12:15 pm, Tuesday, August 24-Friday, September 3, 2010
3. Post-Module Work - Friday, September 3 - Friday, October 15, 2010
Reading and Research Week for this class will be Friday, September 3 - Friday, September 10

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Roger L. Hahn, Ph.D.
Office: (816) 268-5412
Office Hours: By appointment

Email: rlhahn@nts.edu
Home/Cell: Available in class Please do not call
between 11:00 p.m. and 7:00 a.m.

Catalog Description

A study of the book of Genesis, giving attention to literary analysis, Ancient Near Eastern historical backgrounds, and major theological concepts, noting especially the significance of the narrative forms of their presentation.

Course Narrative & Rationale

The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as foundational, informing all the life of the church. By virtue of its position as the first book of the canon of both the Jewish and the Christian faiths, Genesis holds a place of special importance.

A Bible without Genesis would be like any other lengthy book without its first chapter. All the great themes of the Bible may be said to have their first expressions in Genesis, explicitly or implicitly. Genesis offers a theological explanation of the beginnings of the created order on this earth, including God's creation intention for intimate fellowship with human beings, the root cause of all relational disruptions, and the beginnings of God's redemptive action to restore creation to its intended integrity of relationships. Genesis also traces the beginnings of the family/nation through whom God worked to accomplish God's redemptive purposes.

Jews and Christians, and the clergy of both faith traditions, always have found a rich source of reading, devotional, story-telling, and preaching/teaching material in Genesis. The stories of Genesis are riveting in their human interest and (at least as important) they reveal God, who purposed beforehand to rescue and restore the creation carefully and lovingly formed, as the God who loves us. The God of Genesis is the God we need to know, the God we want to know.

Course Outcomes

As a result of this course the student should be able to:

1. Describe the structure and flow of the book of Genesis, (Assignments 2, 3, 4, 5, 6)
2. Describe the major people, places, and events of the book of Genesis, (Assignments 2, 3, 4, 5, 6)
3. Identify how the basic literary forms are used to communicate the message of Genesis, (Assignments 2, 5)
4. Identify the major theological themes of the book of Genesis and discuss them in relation to the life and thought of the people of God and in relation to the mission of God, (Assignments 2, 3, 4, 5, 6, 7)
5. Identify the major scholarly positions regarding authorship, provenance, dating, occasion, and audience of the book, (Assignments 2, 8)
6. Integrate historical, cultural, literary, and theological analysis of Genesis in an exegesis paper, and (Assignment 6)
7. Apply a text from Genesis for use in a ministry context. (Assignment 7)

Church of the Nazarene COSAC Competencies

Due to the nature of this course and the nature of the COSAC Competencies, none will be realized completely by this course, but the following will be enhanced by full participation in this course.

CN 2 Ability to identify the books of the OT by genre (Assignments 2, 5)

CN 4 Ability to identify the main characters of the OT and their role in the story (Assignments 3, 4, 5, 6)

CN 5 Ability to describe the historical context of the major sections of the OT (Assignment 2)

CN 6 Ability to chronologically order the main events and persons of the OT (Assignments 3, 4, 5, 6)

CN 7 Ability to describe the major theological concepts of the OT (Assignments 2, 5, 7)

CN 16 Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 8)

CN 17 Ability to exegete a passage of Scripture using the steps listed above (Assignment 8)

CP 1 Ability to communicate publicly through multiple methods (Oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (Assignment 8)

CP 2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry. (Assignment 9)

CP 3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (Assignment 9)

Required Texts & Course Materials

- Atkinson, David. *The Message of Genesis 1-11*. The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 1990. 978-0-8303-1229-5
- Borgman, Paul. *Genesis: The Story We Haven't Heard*. Downers Grove, IL: InterVarsity Press, 2001. 978-0-8308-2655-1
- Coleson, Joseph E. 'Ezer Cenegdo: A Power Like Him, Facing Him as Equal. Grantham, PA: Wesleyan/Holiness Women Clergy, 1996. Available for free download at: http://www.whwomenclergy.org/booklets/power_like_him.php
- Fretheim, Terence E. "The Book of Genesis: Introduction, Commentary, and Reflections," in *The New Interpreter's Bible*, ed. by Leander E. Keck, et al. Vol. 1. Nashville, TN: Abingdon Press, 1994.
- Hamilton, Victor P. *The Book of Genesis, Chapters 1-17*. New International Commentary on the Old Testament. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1990. 978-0-8028-2521-6
- Moberly, R.W.L. *The Theology of the Book of Genesis*. Cambridge Old Testament Theology Series. Cambridge: Cambridge University Press, 2009. 978-0-5216-8538-2

Recommended Texts & Course Materials

- Hamilton, Victor P. *The Book of Genesis, Chapter 18-50*. New International Commentary on the Old Testament. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1995.

Course Assignments & Requirements

Pre-Module Assignments

- 1. Personal Introduction** - By Thursday, July 15, 11:55 pm CDT, post a personal introduction in which you include: 1) Pertinent (and appropriate) information about yourself; 2) A short description of your current ministry assignment or role you fulfill in church; and (3) a few sentences describing what you hope to gain from and to contribute to this course. This post should be a minimum of 200 words. By Sunday, July 18, 11:55 pm CDT, respond briefly to at least two other introductory posts made by your class mates.
- 2. Textbook Reading (Outcomes 1, 2, 3, 4, 5, CN 2, CN 5, CN 7)**- You should read pages 321-330 of Fretheim by Sunday, August 1; pages 1-74 of Hamilton by Sunday, August 8; and the entire text by Borgman by Friday, August 20. By Sunday, August 22 a Reflective Essay of 300-450 words on Borgman's book will be due to be posted. This essay should describe what Borgman does in the book and note the strengths and weaknesses of how the book carries out his strategy. Read the essay by Coleson no later than August 22.
- 3. Inductive Study of Genesis (Outcomes 1, 2, 4, CN 4, CN 6)** - An inductive study of Genesis will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of the Book of Genesis. Each reading should be done on a separate day and each reading needs to be done in a single session so you will need to organize your time to have 2 to 3 hrs for Reading 1, at least 3 to 4 hours each for Readings 2 and 3, and at least 4-5 hours for Reading 4. The notes from Reading 1 will be due to be uploaded on the Reading 1 Assignment in Moodle by Friday, July 23, 11:55 PM CDT and the chapter titles from Reading 2 will be due to be posted by Friday, July 30, 11:55 pm CDT. The color markings from Reading 3 will be due to be posted by Friday, August 6, 11:55 pm CDT. You should do the color marking by color highlighting a digital copy of the Genesis text and submitting it electronically. An electronic copy of the NRSV of Genesis is available in the Course Resources for this course on Moodle. Reading 4 should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your

name, the Title you select for the whole Book of Genesis, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be posted by Friday, August 13, 11:55 pm CDT. Be sure your name is on each assignment. Please entitle the files you upload with your last name, first name, and an appropriately descriptive title (lastfirst Ind Study Reading 1, lastfirst Ind Study Reading 2, lastfirst Ind Study Reading 3, etc.) on each assignment.

4. Reflective Essays on Inductive Study (Outcomes 1, 2, 4, CN 4, CN 6) - Each Friday that you post an Inductive Study Reading assignment you are also assigned to post to Reflective Essay forum for that week a brief essay - approximately 175-225 words - describing what you learned or found significant in the reading assignment for the week. Thus, on Friday, July 23, 11:55 pm CDT, you will post Reflective Essay on Reading 1; on Friday, July 30, 11:55 pm CDT, you will post Reflective Essay on Reading 2; on Friday, August 6, 11:55 pm CDT, you will post Reflective Essay on Reading 3; and on Friday, August 13, 11:55 pm CDT, Reflective Essay on Reading 4. By the following Sundays you respond to at least two of your classmates' Reflective Essays for that week. (Thus by Sunday, July 25, 11:55 pm CDT, two responses to classmates' Reflective Essays on Reading 1; by Sunday, August 1, 11:55 pm CDT, two responses to classmates' Reflective Essays on Reading 2; by Sunday, August 8, 11:55 pm CDT, two responses to classmates' Reflective Essays on Reading 3; and by Sunday, August 15, 11:55 pm CDT, two responses to classmates' Reflective Essays on Reading 4.

Module Assignments

5. Reading in Fretheim (Outcomes 1, 2, 3, 4, CN 2, CN 4, CN 6, CN 7) - Read the commentary by Fretheim. As closely as you can follow the schedule of chapters of Genesis that will be covered each module day and have the corresponding section of Fretheim read prior to coming to class. Participation in class should reflect having read the textbook material required prior to the date of the class.

Post-Module Assignments

6. Textbook Reading (Outcomes 1, 2, 4, CN 4, CN 6) - Complete your reading of the texts by Hamilton and Atkinson. You should read the material from Hamilton first.

7. Moberly Reflective Essay (Outcomes 4, CN 7) - Read the text by Moberly and by Friday, September 17, 11:55 pm CDT, post a Reflective Essay on Moberly book of 350-500 words. Briefly summarize and evaluate Moberly's strengths and weaknesses in carrying out the strategy of his book.

8. Exegesis Paper (Outcomes 5, 6, CN 16, CN 17, CP 1) - On Wednesday, October 6, 11:55 pm CDT, an exegesis paper of at least 3,500 words will be due. You should select an appropriate passage (if there is a question about "appropriate" ask the professor) and perform the standard historical, cultural, literary, and theological exegesis of the passage and write up the results in the paper. This assignment should be constructed and footnoted according to the form and style described in Turabian. (A title, footnotes (not endnotes), appropriate headings for sections of the paper, and a bibliography are expected.) To receive an A on the paper at least two entries in the bibliography must be from scholarly journals and the evidence of their use must appear in the footnotes and text of the paper.

9. Ministry Application Assignment (Outcomes 7, CP 2, CP 3) - During this semester, you will teach or preach from a passage from the book of Genesis. You may do this in a local church setting (preaching in one of the services, teaching a Sunday School class, teaching a Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission, leading a Bible

study at a youth center, etc.). Your oral presentation should be no less than 15 minutes and hopefully not more than 30 minutes. You may use the passage you used for your Exegesis Paper assignment, though you do not need to do so. You need to also arrange for a minister or lay professional person (teacher, nurse, doctor, lawyer) to observe your presentation and to fill out a copy of the attached evaluation form. Note the items they will evaluate as you prepare. If you have questions about the qualifications of potential evaluators you should email the instructor. If you wish you may secure several evaluators (make copies of the evaluation form for each). You should provide that person(s) with an envelope in which they can seal your evaluation before giving it to you. You should send a copy of your presentation notes (whatever you had in front of you as you spoke), your preparation notes, a one page description and personal evaluation of the event, and the sealed evaluation(s) to Roger L. Hahn, Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. You should not do your oral presentation until after the module. The material sent to the instructor must be postmarked no longer than Monday, October 16.

10. Complete the Course Evaluation - The course evaluation should be completed after you have submitted your final assignment and before October 20.

Method for Submitting Assignments

All assignments except the Ministry Application Assignment should be submitted via the appropriate assignment tabs or forums in the Moodle site for this course. The Ministry Application Assignment should be mailed to the instructor as indicated above.

Form and Style Expectations

The Exegesis paper should be constructed in the Turabian form and style. Other written assignments may use inline citations by author, page number(s) or page number(s) only if there is only one book/author being cited in the paper.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

The grade(s) for assignments submitted through the appropriate assignment tabs in the appropriate weeks may be reduced by 10% if they are late and 20% per week late. Because of the dialogical nature of the discussion forums no credit will be given for posts made later than the listed due dates for the responses to classmates' posts in the introduction and Reflective Essays on Readings 1-4.

Distribution of Student Learning Hours

	Pre-Session Student Learning Hours	Module Weeks Student Learning Hours	Post-Session Student Learning Hours
Hours in class session		38	
Hours in Online Classroom	5		
Hours for Reading Required	12	12	24
Hours in Writing Projects	2		30
Hours in Other Projects	18		8
Total	37	50	62

Total Student Learning Hours

149

Additional Costs

There are no costs beyond NTS tuition and textbooks that are required for this course. Students may incur extra costs in purchase, copying, or shipping resources in lieu of time spent in the library. Distance students may incur costs of housing and food while in Kansas City.

Course Grading

The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated according to the following percentages:

Inductive Study on Genesis	18%	
Reflective Essays on Rdgs 1-4 @ 3% each		12%
Reflective Essay on Borgman	7%	
Reflective Essay on Moberly	7%	
Ministry Application Assignment		16%
Major Project	28%	
Participation	12%	

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Course Calendar

Pre-Module Calendar

Dates	Week	Assignments/activities
7/12-7/18	1	Post personal introduction by Thursday, July 15 Respond to posts of two classmates by Sunday, July 18
7/19-7/25	2	Reading 1 of Inductive Study Post notes and Reflective Essay 1 by Friday, July 23 Respond to posts of two classmates by Sunday, July 25
7/26-8/1	3	Read Fretheim, pp. 321-330 Reading 2 of Inductive Study Post Chapter Titles and Reflective Essay 2 by Friday, July 30 Respond to posts of two classmates by Sunday, August 1
8/2-8/8	4	Reading Hamilton, pp. 1-74 Reading 3 of Inductive Study Post color markings and Reflective Essay 3 by Friday, August 6 Respond to posts of two classmates by Sunday, August 8
8/9-8/15	5	Reading 4 of the Inductive Study Post full assignment and Reflective Essay 4 by Friday, August 13 Respond to posts of two classmates by Sunday, August 15
8/16-8/22	6	Read Borgman, pp. 7-241 by Friday, August 20 Post the Reflective Essay on Borgman by August 22 Read the essay by Coleson by August 22

Modular Calendar

Day/ Date	8:00-9:00 am	9:00-10:00 am		10:15-11:15 am	11:15am-12:15 pm
Tues. Aug. 24	Syllabus and Bibliography	Introductory Questions		Introductory Questions	Introductory Questions
Weds. Aug. 25	Genesis 1:1-2:4a	Genesis 1:26-2:25		Genesis 2:4b-25	Genesis 3:1-24
Thurs. Aug. 26	Rabbi Cohen	Rabbi Cohen		Genesis 4-5	Genesis 6
Fri. Aug. 27	Genesis 7-8	Genesis 8-9		Genesis 10-11	Genesis 12
Mon. Aug. 30	Genesis 12-13	Genesis 14-15		Genesis 16-17	Genesis 18-20
Tues. Aug. 31	Genesis 21-22	Genesis 22-23		Genesis 24-25	Genesis 26-28
Weds. Sept. 1	Genesis 29-30	Genesis 31-32		Genesis 33-34	Genesis 35-36
Thurs. Sept. 2	Genesis 37-38	Genesis 39-40		Genesis 41-42	Genesis 43-44
Fri. Sept. 3	Genesis 45-46	Genesis 47-48		Genesis 49-50	Review of Post- module work

Post-Module Calendar

Dates	Week	Assignments/activities
9/6-9/12	9	Reading and Research Week - no assignments due
9/13-9/19	10	Read in Hamilton Read Moberly; by Friday, September 17, post Reflective Essay on Moberly
9/20-9/26	11	Read in Hamilton Work on the Exegesis Paper
9/27-10/3	12	Complete your reading in Hamilton, be nearing completion of the Exegesis Paper
10/4-10/10	13	Post the Exegesis Paper by Oct 6 Read Atkinson
10/11- 10/15	14	Finish reading Atkinson Mail your Ministry Application Assignment papers Complete the Course Evaluation

Bibliography

Standard Reference Works for Students of Genesis:

- Alexander, T. Desmond and Baker, David W. eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press, 2002.
- Arnold, Bill T. and Beyer, Bryan E. eds. *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Encountering Biblical Studies. Grand Rapids, MI: Baker Academic, 2002.
- Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody, MA: Hendrickson Publishers, 2003.
- Brueggemann, Walter. *Theology of the Old Testament: Testimony, Dispute, Advocacy*. Minneapolis, MN: Fortress Press, 1997.
- Freedman, David Noel, ed. *The Anchor Bible Dictionary*, 5 vols. New York, NY: Doubleday, 1992.
- Fretheim, Terence E. *God and the World in the Old Testament: A Relational Theology of Creation*. Nashville, TN: Abingdon Press, 2005.
- Goldingay, John. *Old Testament Theology: Volume One, Israel's Gospel*. Downers Grove, IL: InterVarsity Press, 2003.
- Pilch, John J. and Malina, Bruce J. eds. *Biblical Social Values and Their Meaning: A Handbook*. Peabody, MA: Hendrickson Publishers, 1993.
- Pritchard, James B. ed. *The Ancient Near East. Vol. 1, An Anthology of Texts and Pictures*. Princeton, NJ: Princeton University Press, 1958.
- Sakenfeld, Katharine Doob, gen.ed. *The New Interpreter's Dictionary of the Bible*, 5 vols. Nashville, TN: Abingdon Press, 2006-2009.
- Sparks, Kenton L. ed. *Ancient Texts for the Study of the Hebrew Bible: A Guide to the Background Literature*. Peabody, MA: Hendrickson Publishers, 2005.
- Vanhoozer, Kevin J. gen.ed. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids, MI: Baker Academic, 2005.
- Walton, John H., Matthews, Victor H., and Chavalas, Mark W. eds. *The Bible Background Commentary: Old Testament*. Downers Grove, IL: InterVarsity Press, 2000.

Standard Commentaries on Genesis:

- Alter, Robert. *Genesis: Translation and Commentary*. New York: Norton, 1996.
- Atkinson, David. *The Message of Genesis 1-11: The Dawn of Creation*. The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 1990.
- Baldwin, Joyce G. *The Message of Genesis 12-50: From Abraham to Joseph*. The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 1986.
- Brueggemann, Walter. *Genesis. Interpretation: A Bible Commentary for Teaching and Preaching*. Atlanta: John Knox Press, 1982.
- Cassuto, Umberto. *A Commentary on the Book of Genesis: Part I: From Adam to Noah. Part II: From Noah to Abraham*. Trans. Israel Abrahams. Jerusalem: Magnes, 1961, 1964.
- Coats, George W. *Genesis: With an Introduction to Narrative Literature*. Forms of Old Testament Literature Vol. 1. Grand Rapids: William B. Eerdmans Publishing Company, 1983.
- Fretheim, Terence E. "The Book of Genesis: Introduction, Commentary, and Reflections," *The New Interpreter's Bible*, Vol. 1. Nashville: Abingdon Press, 1994.
- Gowan, Donald E. *Genesis 1-11: From Eden to Babel*. International Theological Commentary. Grand Rapids: William B. Eerdmans Publishing Company, 1988.

- Hamilton, Victor P. *The Book of Genesis: Chapter 1-17. The Book of Genesis: Chapters 18-50*. New International Commentary on the Old Testament. Grand Rapids: William B. Eerdmans Publishing Company, 1990, 1995.
- Harley, John E. *Genesis*. New International Biblical Commentary, Vol. 1. Peabody, MA: Hendrickson Publishers, 2000.
- Janzen, J. Gerald. *Genesis 12-50: Abraham and All the Families of the Earth*. International Theological Commentary. Grand Rapids: William B. Eerdmans Publishing Company, 1993.
- Kidner, Derek. *Genesis: An Introduction and Commentary*. Tyndale Old Testament Commentaries, Vol. 1. Downers Grove, IL: InterVarsity Press, 1967.
- Louth, Andrew. *Genesis 1-11*. Ancient Christian Commentary on Scripture: Old Testament Vol. 1. Downers Grove, IL: InterVarsity Press, 2001.
- McKeown, James. *Genesis*. The Two Horizons Old Testament Commentary. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2008.
- Plaut, W. Gunther. *Genesis*. The Torah: A Modern Commentary, Vol. 1. New York: Union of American Hebrew Congregations, 1974.
- Rad, Gerhard von. *Genesis*. Old Testament Library. Philadelphia: Westminster Press, 1972.
- Reno, R.R. *Genesis*. Brazos Theological Commentary on the Bible. Grand Rapids, MI: Brazos Press, 2010.
- Sailhamer, John H. "Genesis," *The Expositor's Bible Commentary, Vol. 2, Genesis-Numbers*. Grand Rapids: Zondervan Publishing Company, 1990.
- Sarna, Nahum M. *Genesis*. The JPS Torah Commentary. Philadelphia: Jewish Publication Society, 1989.
- Skinner, John. *A Critical and Exegetical Commentary on Genesis*. The International Critical Commentary. New York: Charles Scribner's Sons, 1910.
- Speiser, E.A. *Genesis*. The Anchor Bible, Vol. 1. New York: Doubleday, 1962.
- Towner, W. Sibley. *Genesis*. Westminster Bible Companion. Louisville: Westminster John Knox Press, 2001.
- Viviano, Pauline. "Genesis," *The Collegeville Bible Commentary*. Collegeville: The Liturgical Press, 1989.
- Waltke, Bruce K. *Genesis: A Commentary*. Grand Rapids: Zondervan, 2001.
- Wenham, Gordon J. *Genesis 1-15. Genesis 16-50*. Word Biblical Commentary, Vol. 1 and Vol. 2. Dallas, TX: Word Publishers, 1987, 1994.
- Westermann, Claus. *Genesis 1-11: A Commentary. Genesis 12-36. Genesis 37-50*. Trans. John J. Scullion. Continental Commentary. Minneapolis: Augsburg Publisher, 1984, 1985, 1986.

Significant Monographs and Collected Essays on Genesis:

- Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1981.
- Anderson, Bernhard W., ed. *Creation in the Old Testament*. Issues in Religion and Theology, No. 6. Philadelphia: Fortress Press, 1984.
- Bonhoeffer, Dietrich. *Creation and Fall: Temptation*. New York: Macmillan and Co., 1966.
- Borgman, Paul. *Genesis: The Story We Haven't Heard*. Downers Grove, IL: InterVarsity Press, 2001.
- Capon, Robert Farrar. *Genesis: The Movie*. Grand Rapids: William B. Eerdmans Publishing Company, 2003.
- Cotter, David W. *Genesis*. Berit Olam: Studies in Hebrew Narrative & Poetry. Collegeville, MN: The Liturgical Press, 2003.
- Fethem, Terence. *Creation, Fall and Flood: Studies in Genesis 1-11*. Minneapolis: Augsburg Publishing House, 1969.
- Fokkelman, J. P. *Narrative Art in Genesis*. Assen: Van Gorcum, 1975.

- Hess, R.S.; Satterthwaite, P.E.; and Wenham, G.J. eds. *He Swore an Oath: Biblical Themes from Genesis 12-50*. Tyndale House, Cambridge: Tyndale Fellowship for Biblical and Theological Study, 1993.
- Jeansonne, Sharon. *The Women of Genesis*. Minneapolis: Fortress Press, 1990.
- Mann, Thomas. *The Book of the Torah: The Narrative Integrity of the Pentateuch*. Atlanta: John Knox Press, 1988.
- Miller, Patrick D., Jr. *Genesis 1-11: Studies in Structure and Theme*. Journal for the Study of the Old Testament Supplement Series, No. 8. Sheffield, England: Journal for the Study of the Old Testament, 1978.
- Moberly, R.W.L. *The Theology of the Book of Genesis*. Old Testament Theology. Cambridge: Cambridge University Press, 2009.
- Rendsburg, Gary. *The Redaction of Genesis*. Winona Lake, IN: Eisenbrauns, 1986.
- Sarna, Nahum. *Understanding Genesis*. New York: McGraw-Hill, 1966.
- Steinmetz, Devorah. *From Father to Son: Kinship, Conflict and Continuity in Genesis*. Louisville: Westminster John Knox Press, 1991.
- Thielicke, Helmut. *How the World Began: Man in the First Chapters of the Bible*. Trans. John W. Doberstein. Philadelphia: Fortress Press, 1961.
- Thompson, Thomas. *The Historicity of the Patriarchal Narratives*. Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft 133. Berlin: Walter de Gruyter, 1974.
- Turner, Lawrence. *Announcements of Plot in Genesis*. Journal for the Study of the Old Testament Supplement Series, No. 96. Sheffield, England: Journal for the Study of the Old Testament, 1990.
- Van Seters, John. *Abraham in History and Tradition*. New Haven: Yale University Press, 1975.
- Westermann, Claus. *Creation*. Trans. John J. Scullion. Philadelphia, PA: Fortress Press, 1971.
- White, Hugh C. *Narration and Discourse in the Book of Genesis*. Cambridge: Cambridge University Press, 1991.

THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much:
And what thou readest, thou canst not read too well;
And what thou readest well, thou canst not too well understand;
And what thou understandest well, thou canst not too well teach;
And what thou teachest well, thou canst not too well live."

--Martin Luther

It is the privilege and responsibility of every student of the Bible to go directly to the Scriptures and discover there the message of the biblical text. The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to one's thinking which may lead to conclusions never intended by either the biblical author or the Holy Spirit. Further, that individual deprives himself or herself of the blessing of discovering eternal truths personally. After all, those who write the commentaries have to get their material in the same way any Bible student can get it. It should not be necessary for the student of Scripture to depend only on the research of another. This inductive method is one way to enable one to develop rapidly in the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It seeks to discover the individuality of the book as a whole.
3. It is intensive, unwilling to exchange extent for depth and accuracy.
4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
5. It is literary, recognizing that the content is cradled in literary forms.
6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Procedure for Inductive Study

Gather your basic tools:

1. Bible - NRSV, ESV, RSV, or NASB
2. Set of colored pencils or a computer generated text with color marking capacity
3. Organized space for notes

STEP One: First Reading

This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.

Don't slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.

5. Other observations that might seem striking to you.

[You will submit your answers to these five questions for Reading 1.]

STEP Two: Second Reading

The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The major purpose of your second reading is the creation of chapter titles, which should serve not as an outline of the book, but as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

Do not move to the next chapter of the book until you have a satisfactory title for the chapter you have read.

[You will submit your chapter titles and other notes for Reading 2.]

STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked.

- | | |
|--------|---|
| Green | references to sin, rebellion, or spiritual failure. |
| Blue | references to significant persons. |
| Purple | references to governmental/political leaders, kings, etc. |
| Orange | references to Christ. |
| Yellow | references to names of God. |
| Red | questions underlined in red; promises boxed in red. |
| Brown | references to time. |
| Black | references to geographical locations. |

Circle the question marks.

Record further observations as you read the book.

[You will submit the color marked text of the book and any other notes you made for Reading 3.]

STEP Four: Fourth Reading

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter.

During this reading you should check the chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, develop a theme or title for the whole book that you are studying. This should be related very definitely to the major divisions of the book.

Record the book title, the book divisions and titles, the chapter titles, and the paragraph titles on a rough worksheet or chart. Be sure you identify the book divisions by chapter and verse and the paragraphs by verse numbers. [This is the information you should submit for Reading 4.]

STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems.

Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.

**Evaluation Form of a Bible Presentation by
A Nazarene Theological Seminary Student**

(Student Name) _____

Date of Presentation _____ **Church** _____

Pastor _____ **Church Phone** _____

Biblical Passage _____ **Setting** _____

.....

Answer the following questions using this system: 5 = excellent, positive, very true
4 = good, generally true, well-done
3 = average, acceptable, okay
2 = poor, weak, generally not true
1 = terrible, not at all true

The student taught me new truths about the meaning of the biblical passage. _____

The student made the biblical passage “come alive” to me. _____

The student demonstrated knowledge of the biblical content of the passage. _____

The student communicated the importance of this passage as a Word from God. _____

The student showed how this passage fit in the overarching message of Scripture. _____

The student communicated in a way I could understand clearly. _____

The student communicated so everyone present could understand. _____

I would like to hear more teaching of Scripture like this presentation. _____

Other comments you would like to make:

Your suggestions for improvement (of this assignment or of the student’s presentation)

(Name)

(Occupation)