

Old Testament Torah and Israel's History: God's Story and God's People
(The Pentateuch)
BIB 4013

Point Loma Nazarene University
 Fall 2022
 Mon. and Wed. 11:00am-12:15pm

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“The modern person must read the Jewish Bible [Old Testament] as though it were something entirely unfamiliar, as though it had not been set before him [or her] ready-made, as though he [or she] has not been confronted all his [or her] life with sham concepts and sham statements that cited the Bible as their authority. He [or she] must face the Book with a new attitude as something new.”¹

Course Description and Purpose

This course will be concerned with the interpretation of the Pentateuch, comprised of the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Close scrutiny of selected passages will alternate with attention to overarching themes, interpretive issues, and theological appropriation. Instruction will be based upon English translations, although students who have studied Hebrew will be encouraged to make use of their skills.

In Western Christian churches during the past century and a half, perhaps no portion of the Old Testament has been fought over more and preached upon less meaningfully than the Pentateuch. Particularly among Protestants, traditional ambivalence about law and cult has been joined by controversies over emerging critical perspectives, new discoveries from cognate literatures, and developing scientific understandings of origins so as to polarize readings of these books and to assign their treatment increasingly to apologetics. In this course we will seek to recover insights of Jewish and Christian tradition that have been obscured, to formulate mature theological responses to problems that have been posed, and to embrace new questions that may challenge us to more faithful hearing and doing.

Course Learning Outcomes: Students completing this course will have demonstrated (1) a fundamental knowledge of the content and structure of these books; (2) an acquaintance with a range of cultural and historical matters that may inform our understanding, as well as an awareness of the issues involved in assessing their contribution; (3) basic skills in interpreting texts, including the ability to use scholarly resources both critically and constructively; (4) an ability to reflect theologically upon the central themes of the Pentateuch, including creation, sin and redemption, promise and covenant, grace and law, and worship; and (5) an appreciation of how we may learn from historically and culturally diverse vantage points better to read, use, and obey this portion of Scripture.

¹ M. Buber, “The Man of Today and the Jewish Bible,” in *On the Bible* (ed. N.N. Glatzer; New York, 1968), 5.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Texts

1. Terence Fretheim, *The Pentateuch*. Interpreting Biblical Texts. Nashville: Abingdon, 1996.
2. D. W. Baker and T. D. Alexander, eds., *Dictionary of the Old Testament: Pentateuch*. Downer's Grove, Ill.: IVP, 2002.
3. B. Arnold and B. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids: Baker, 2002.
4. Johanna W. H. Van Wijk-Bos, *Making Wise the Simple: The Torah in Christian Faith and Practice*. Grand Rapids: Eerdmans, 2005.
5. A Bible of the student's choice. This should be a modern translation (NRSV, NIV, or CEB preferred) and not KJV or a paraphrase (Living Bible, The Message, etc.)

Course Requirements

1. Class Participation and Attendance: In this abbreviated journey through the Pentateuch, class attendance is a necessity for optimum academic achievement. *If the student is absent from more than 10 percent of class meetings (more than THREE [3] classes), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than SIX [6] classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. In addition, each student is expected to participate actively in class by contributing to the discussions on the basis of his or her reading of the assigned material.*

2. Readings: The OT is the primary text for this course. All readings are required. *Please bring your Bible to class.* It is important to keep up with the readings on a session by session basis or the information will quickly become overwhelming.

3. Reading Identifications: In order to assess the student's engagement with the basic content discussed in the biblical and textbook readings, each student will submit several sets of "Reading Identifications" that contains brief responses to specific inquiries dealing with basic content covered in the readings. The items to be identified will be provided in class, along with further instructions and dates of submission (*see sheets*

included in this syllabus). See the course schedule in this syllabus for the due dates of each set.

4. Homework Assignments Based on Assigned Readings: In order to enhance our class discussions of the biblical texts and related materials, each student will complete several homework assignments related to assigned readings. The instructions and due dates for these assignments appear in the course schedule in the syllabus.

5. Class Presentation on Pentateuch Interpretive Issue: As a part of the seminar and collaborative learning format of this course, each student will make **one** class presentation on an interpretive issue or topic related to the study of the Pentateuch. The due dates for the presentations are listed on the course schedule and individual presentation topics will be assigned in class.

**INSTRUCTIONS for the Presentation:*

- a) Each presentation should be **10 minutes in length**. The student's job is to "teach" the class on the topic covered by the assigned article.
- b) **First**, explain the overall goal of your article (in other words, what does it aim to introduce or explain and how does it plan to do it)?
- c) **Second**, select what you take to be the **three most important points** of the article. For each point, give an explanation of what that point is and why it's important.

[[NOTE: your presentation should not simply summarize the article; rather, follow the instructions given above]]

6. Book Review Paper on Wijk-Bos, *Making Wise the Simple*: The student should read the Wijk-Bos book and prepare a book review paper. The paper should be **6-7 pages in length, typed, double-space, with 1-inch margins on all sides**. Be sure to cite the page numbers for any citations. The paper is due at the start of class on **Wed. Dec. 7, 2022**.

The paper should include at least the following items:

- a. What is the overall issue/problem/concern that Wijk-Bos is attempting to deal with in this book? Why does she think it is important for contemporary readers?
- b. Explain the book's overall thesis concerning the Torah and the supporting arguments that are used to support it.
- c. What, in your view, are the strong points and weak points of the book?
- d. Focusing especially on the concluding "Part 5: Living with the Torah," how does Wijk-Bos envision the connections among the Torah, New Testament, and Christian living, AND what do you make of her arguments here?

7. Final Exegetical Paper (12-14 pages): In place of a final examination, the student will prepare a major exegetical paper on a text of his or her choosing from the Pentateuch. *The text should be chosen from the list of possible passages below.* Throughout the process, *the student should use the attached guide for researching and*

writing the exegetical paper. The paper should be **12-14 pages, typed, double-spaced, 12-pt font, 1-inch margins on all sides.** The paper will be turned in **Wed. Dec. 14, 2022** (see attached guidelines for researching and writing).

**The list of passages from which the student may choose includes*

Genesis 2:1-25	
Genesis 3:1-24	Leviticus 26:1-22
Genesis 15:1-16	Numbers 11:1-23
Genesis 22:1-19	Numbers 12:1-16
Genesis 28:10-22	Numbers 13:1-33
Genesis 39:1-23	Numbers 22:5-35
Exodus 3:1-22	Deuteronomy 6:1-25
Exodus 12:1-28	Deuteronomy 8:1-20
Exodus 15:1-18	Deuteronomy 10:12-11:12
Exodus 19:1-25	Deuteronomy 12:1-28
Leviticus 3:1-17	
Leviticus 16:11-28	
Leviticus 25:1-24	

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Course Policies

1. Grading: The student's grade will be based on a combination of the following:

<u>Possible Points</u>	<u>Assignment</u>
80	Reading Identifications (4 at 20 pts each)
50	Class Presentation

75	Homework Assignments (5 at 15 pts each)
50	Wijk-Bos Book Review
100	Final Exegetical Paper
<u>*Total: 355 possible points</u>	

<u>*Grading Scale:</u>	93-100 A	84-86 B	74-76 C	64-66 D
	90-92 A-	80-83 B-70-73 C-	60-63 D-	
	87-89 B+	77-79 C+	67-69 D+	50s F

2. Attendance: In this abbreviated journey through the story of the OT, class attendance is a necessity for optimum academic achievement. *If the student is absent from more than 10 percent of class meetings (more than **THREE [3] classes**), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than **SIX [6] classes**), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. In addition, each student is expected to participate actively in class by contributing to the discussions on the basis of his or her reading of the assigned material.*

3. Late Work Policy: In order not to be considered late, all assignments must be submitted by the day and time listed as the due date. Grace period: *If a student misses an assignment, she or he may submit the assignment for no more than half credit up to a week after the original due date.* Extra-assignments cannot be submitted late.

4. Use of Technology: In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information on Canvas for this course. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

5. Inclusivity: The School of Theology and Christian Ministry 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, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. This course will strive to practice sensitivity toward and foster respect for issues of inclusivity in matters of language and conduct. Each student should seek to enrich this inclusive atmosphere in both their class contributions and personal interactions.

6. Academic Honesty: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic

dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

7. Academic Accommodations: If you have a diagnosed disability, please contact PLNU's Educational Access Center (EAC) within the first two weeks of class to demonstrate need and to register for accommodation.

8. PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Tentative Course Schedule

1. Tues. Aug. 30 (*Special Monday session on Tuesday)

- A) Starting Points
- B) Conceptualizing the Whole
- *Readings: none
- *DUE: none

2. Wed. Aug. 31

- A) Approaching the Pentateuch
- B) Begin Introduction to the Pentateuch
- ***Organize Class Presentations**
- *Readings: 1. Fretheim ch. 1
- 2. "Formation of the Pentateuch" from www.bibleodyssey.com
- *DUE: none

***MON. SEPT. 5: NO CLASS (Labor Day holiday)**

3. Wed. Sept. 7

- A) Introduction to the Pentateuch
- *Readings: 1. *Dictionary of the OT Pentateuch* articles: a) "Authorship of the Pentateuch"; b) "Pentateuchal Criticism, History of"

2. Fretheim ch. 2

***DUE**: After reading the dictionary article, “Authorship of the Pentateuch” that was assigned for today, list what you consider to be the 3 of the most important points of this article AND offer a brief explanation of what each main point is. (Bring these to class to turn in.)

4. Mon. Sept. 12

A) Genesis 1-3 (Pt. 1)

- ***Readings**: 1. Genesis 1-3
2. Arnold and Beyer pp. 13-15, 31-62

***DUE**: none

5. Wed. Sept. 14

A) *Class Presentation*: “Form Criticism” and “Traditio-historical Criticism” articles from *Dictionary of the OT Pentateuch*

B) Finish Genesis 1-3

C) Genesis 4-11 (Pt. 1)

- ***Readings**: 1. Genesis 4-11
2. *Dictionary of the OT Pentateuch* article, “Genesis, Book of”
3. Arnold and Beyer, pp. 21-31, 66-71

***DUE**: 1) Class Presentation on “Form Criticism” and “Traditio-historical Criticism” articles

6. Mon. Sept. 19

A) Discussion of Articles on Gender and Genesis 2-3

- ***Readings**: 1. Phyllis Trible, “Eve and Adam: Genesis 2-3 Reread” (1973) (provided)
2. Articles from www.bibleodyssey.com: a) “Gender and the Hebrew Bible;”
b) “Eve”

***DUE**: 1) After reading the article by Trible, “Eve and Adam: Genesis 2-3 Reread” that was assigned for today, list what you consider to be the 3 of the most important points of this article AND offer a brief explanation of what each main point is. (Bring these to class to turn in.)

7. Wed. Sept. 21

A) Discussion of Wijk-Bos, Parts 1 & 2

B) Genesis 4-11 (Pt. 2)

- ***Readings**: 1. Wijk-Bos parts 1 & 2 (pp. 1-78) (be ready to discuss in class!)
2. Articles from www.bibleodyssey.com: a) “Noah and Gilgamesh (video);”
b) “Gilgamesh and the Bible”

***DUE**: none

8. Mon. Sept. 26

A) *Class Presentation*: “Family Relationships” and “Women” articles from *Dictionary of the OT Pentateuch*

B) Finish Genesis 4-11

*Readings: 1. *Dictionary of the OT Pentateuch* articles: “Family Relationships,” “Women”

*DUE: Class Presentations on Family Relationships and Women articles

9. Wed. Sept. 28

A) Discussion of Article on Genesis 4-11

*Readings: 1. Nyasha Junior, “The Mark of Cain and White Violence,” *JBL* 139 (2020): 661-673 (provided).

*DUE: 1) After reading the article, “The Mark of Cain and White Violence” that was assigned for today, list what you consider to be the 3 of the most important points of this article AND offer a brief explanation of what each main point is. (Bring these to class to turn in.)

10. Mon. Oct. 3

A) Genesis 12-50 (Pt. 1)

*Readings: 1. Genesis 12—36

2. Fretheim ch. 3

3. Arnold and Beyer, pp. 72-74

*DUE: **Reading Identifications Set #1** (see set list in this syllabus)

11. Wed. Oct. 5

A) *Class Presentation*: “Literary/Narrative Criticism” article from *Dictionary of the OT Pentateuch*

B) Genesis 12-50 (Pt. 2)

*Readings: 1. Genesis 37-50

2. Wijk-Bos pp. 79-128

*DUE: 1) Class Presentation on “Literary/Narrative Criticism” article

12. Mon. Oct. 10

A) Discussion of Articles on Genesis 12-50

B) Finish Genesis 12—50

*Readings: 1. David Tuesday Adamo and Erivwierho Franci Eghwubare, “The African Wife of Abraham (Gn 16:1-16; 21:8-21),” *OTE* 18/3 (2005): 455-471 (provided).

2. Articles from www.bibleodyssey.com: a) “Hagar;” b) “Postcolonial Reading of Hagar”

*DUE: 1) After reading the article, “The African Wife of Abraham” that was assigned for today, list what you consider to be the 3 of the most important points of this article AND offer a brief explanation of what each main point is. (Bring these to class to turn in.)

13. Wed. Oct. 12

A) *Class Presentation*: “Exodus, Date of” article from *Dictionary of the OT Pentateuch*

B) Exodus 1-18 (Pt. 1)

***Submit your passage for final exegetical paper**

*Readings: 1. Exodus 1-18

2. *Dictionary of the OT Pentateuch* articles: a) “Exodus, Date of;” b) “Exodus, Book of”
 3. Arnold and Beyer, pp. 75-76, 82-88
- ***DUE:** 1) Class Presentation on “Exodus, Date of” article
2) **Submit your passage for final exegetical paper in class*

14. Mon. Oct. 17

- A) Exodus 1-18 (Pt. 2)
- ***Readings:** 1. Fretheim ch. 4
2. Wijk-Bos, pp. 129-145
- ***DUE:** 1) **Reading Identifications Set #2** (see set list in this syllabus)

15. Wed. Oct. 19

- A) *Class Presentation:* “Law” article from *Dictionary of the OT Pentateuch*
- B) Finish Exodus 1-18
- C) If time: Discuss “How To Read the Bible: Old Testament Law” Video
- ***Readings:** 1. *Dictionary of the OT Pentateuch* article: “Law”
2. Video “How To Read the Bible: The Law” from www.thebibleproject.com
- ***DUE:** 1) Class Presentation on “Law” article
(not too early to be working on your final exegetical paper research!)

16. Mon. Oct. 24

- A) Discussion of Articles on Exodus 1-18
- ***Readings:** 1. Robert Allen Warrior, “Canaanites, Cowboys, and Indians: Deliverance, Conquest, and Liberation Theology Today,” *Christianity and Crisis* Sept. 11 (1989): 21-26.
2. Articles from www.bibleodyssey.com: a) “Immigrants and Refugees in the Bible;” b) “Unnamed Women”
- ***DUE:** 1) After reading the article, “Canaanites, Cowboys, and Indians” that was assigned for today, list what you consider to be the 3 of the most important points of this article AND offer a brief explanation of what each main point is. (Bring these to class to turn in.)

17. Wed. Oct. 26

- A) What Is OT Law?
- B) Begin Ten Commandments in Exodus 20
- ***Readings:** 1. Exodus 19—40
2. Arnold and Beyer, ch. 6 (pp. 104-117)
- ***DUE:** none (not too early to be working on your final exegetical paper research!)

18. Mon. Oct. 31

- A) The Ten Commandments, Covenant Code, and Exodus 19-40
- ***Readings:** 1. Wijk-Bos pp. 149-168
2. *Dictionary of the OT Pentateuch* article: “Decalogue”
- ***DUE:** none (not too early to be working on your final exegetical paper research!)

19. Wed. Nov. 2

- A) Finish the Ten Commandments, Covenant Code, and Exodus 19-40
 B) *Class Presentation*: “Priests, Priesthood” article from *Dictionary of the OT Pentateuch*
 C) [if time] Begin Leviticus
 *Readings: 1. Leviticus 1-16
 2. *Dictionary of the OT Pentateuch* article: “Priests, Priesthood”
 *DUE: Class Presentation on “Priests, Priesthood” article

20. Mon. Nov. 7

- A) Introduction to Leviticus
 B) Leviticus 1-16
 *Readings: 1. *Dictionary of the OT Pentateuch* article: “Leviticus, Book of”
 2. Fretheim ch. 5
 *DUE: none (not too early to be working on your final exegetical paper research!)

21. Wed. Nov. 9

- A) Finish Leviticus 1-16
 B) Leviticus 17-27 (Pt. 1)
 *Readings: 1. Leviticus 17-27
 2. *Dictionary of the OT Pentateuch* articles: a) “Holy and Holiness, Clean and Unclean”; b) “Sacrifices and Offerings”
 *DUE: **Reading Identifications Set #3** (see set list in this syllabus)

22. Mon. Nov. 14

- A) Finish Leviticus 17-27
 B) Discussion of Wijk-Bos pp. 213-230
 *Readings: 1. *Dictionary of the OT Pentateuch* articles: a) “Festivals and Feasts”; b) “Sabbath, Sabbatical Year, Jubilee”
 2. Wijk-Bos, pp. 179-230
 *DUE: none (work on your final exegetical paper!)

23. Wed. Nov. 16

- A) Numbers (Pt. 1)
 *Readings: 1. Numbers 1-25
 2. *Dictionary of the OT Pentateuch* article: “Numbers, Book of”
 *DUE: none (not too early to be working on your final exegetical paper research!)

***MON. NOV. 21: NO CLASS (Dr. Kelle at Society of Biblical Literature Conference)**

***WED. NOV. 23: NO CLASS (Thanksgiving Break)**

24. Mon. Nov. 28

A) Numbers (Pt. 2)

- *Readings: 1. Numbers 26-36
 2. Fretheim ch. 6
 3. Wijk-Bos pp. 169-178

*DUE: **Reading Identifications Set #4** (see set list in this syllabus)

25. Wed. Nov. 30

A) Deuteronomy (Pt. 1)

- *Readings: 1. Deuteronomy 1-26
 2. Arnold and Beyer ch. 5 (pp. 96-103)
 3. *Dictionary of the OT Pentateuch* article: a) “Deuteronomy, Book of”
 4. Fretheim ch. 7

*DUE: none (work on the two upcoming papers!)

26. Mon. Dec. 5

A) Deuteronomy (Pt. 2)

- *Readings: 1. Deuteronomy 27-34
 2. Wijk-Bos pp. 231-305 (complete whole book)

*DUE: none (work on the two upcoming papers!)

27. Wed. Dec. 7

A) Deuteronomy and the Ending of the Pentateuch

B) Reflecting on the Whole and Wijk-Bos Book Paper Discussion

*Readings: Complete Wijk-Bos book

*DUE: 1) **Wijk-Bos Book Review Paper**

28. Wed. Dec. 14 (10:30am) (*We are meeting in-person on the scheduled day for the final exam)

A) The End Is the Beginning: The Conclusion of the Pentateuch

*Readings: 1. *Dictionary of the OT Pentateuch* articles: a) “Theology of the Pentateuch,” b) “Preaching from the Pentateuch”

*Due: **Final exegetical paper (bring hard copy to class to turn in)**

Reading Identifications #1

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*

(2 points each)

1. Documentary Hypothesis
2. Julius Wellhausen
3. The *Enuma Elish* and its significance for the study of Genesis
4. Overall current scholarly view(s) on the authorship/composition of the Pentateuch
5. Cain and Abel
6. Babel
7. The 3-fold promise to Abram (Abraham) in Genesis 12
8. Hagar
9. Ishmael
10. Jacob's four wives/sub-wives (mothers of the 12 tribes)

Reading Identifications #2

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. The opening circumstances of the book of Exodus (in ch. 1)
2. Moses's birth and early adulthood
3. Miriam
4. The divine name "Yahweh" (Exodus 3)
5. Horeb/Sinai
6. The 10 plagues
7. The "Reed" Sea/ "Red" Sea translation issue (Exod 13)
8. Israel's encounters in the wilderness in Exod 16—19
9. The Amalekites
10. The three annual festivals to be observed before God (Exod 23:14-17)

Reading Identifications #3

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*
(2 points each)

1. Compare the 10 Commandments as given in Exod 20 and Deut 5
2. The different rationale for the Sabbath commandment in Exod 20 and Deut 5
3. Hittite suzerainty treaties and their significance for studying the OT law
4. Neo-Assyrian suzerainty treaties and their significance for studying the OT law
5. The Code of Hammurabi
6. Current major views on the date/composition of Leviticus
7. “Wellbeing” or “Peace” offering
8. “Guilt” or “Reparation” offering
9. The Year of Jubilee
10. Day of Atonement (Lev 16)

Reading Identifications #4

INSTRUCTIONS: *Provide an explanation, description, identification, or response to each item or question listed below. Make sure each answer is AT LEAST 2 or 3 full sentences in length. Check course schedule for date of submission.*

(2 points each)

1. What makes certain land animals “clean” for food in Lev 11?
2. Why might Lev 19 be called the central chapter on holiness in the OT?
3. The “Holiness Code” in Lev 17—26
4. The overall structure of the book of Numbers (and the difficulties discerning it)
5. Sihon and Og
6. Nazirite vow (Num 6)
7. Basic contours of the “spies” story in Num 13
8. The 2 censuses in Num chs 1 & 26: where do they fall in the book? Whom do they count? Why are they significant?
9. What happens in the “make up Passover” story in Numbers 9?
10. In Numbers 12, what is the issue in the rebellion of Miriam and Aaron against Moses and how does the story end?

EXEGETICAL PAPER GUIDE PART ONE

Instructions for Researching the Paper

*For the research part of your paper, work through the following steps.

STEP 1: ENGAGING THE TEXT

Initial questions on which to make some notes:

- a. What drew you to this text for an exegetical paper? What interests you about it?
- b. What do commentaries and your other sources say about why this text is significant?

STEP 2: TRANSLATE YOUR TEXT

Read and compare at least four different translations (e.g. NIV, NRSV, NAB, etc.) of your text. Note any textual problems in margins or footnotes. Note words that seem significant or problematic.

STEP 3: OUTLINE YOUR TEXT

Divide your text into main units and subunits based on content. Make an outline of the text using your division (note: you will organize the body of your paper by offering exegetical analysis of each section [as you have divided the text] in turn)

STEP 4: PUTTING THE TEXT IN LITERARY CONTEXT

- a. Formulate a summary of the unit or section that *immediately precedes* your text.
- b. Formulate a summary of the unit or section that *immediately follows* your text.
- c. Make notes on how your text fits and functions in this literary context (e.g., is it a transitional passage? Is it the climax? Is it the beginning? Etc.)

STEP 5: PUTTING THE TEXT IN HISTORICAL CONTEXT

- Using outside resources such as commentaries and histories of Israel, compile notes on the following:
- a. what is the historical context of this passage? That is, what is the context in which it was composed? What historical background does the text presume? How do you see that in the text itself?
 - b. what *type* of literature (“genre”) is your text (ex: is it a narrative? sermon? poem? speech? prayer? etc.)? What technical genre, if any, do commentaries suggest for this text? How does knowing the genre change the way you understand the text?

STEP 6: ANALYZE YOUR TEXT

- a. Within the text itself, what literary artistry do you see? What rhetorical devices are used? How do these devices affect the meaning of the text? Look for and note:

Repetition	Anaphora (repeated use of initial word)
Hyperbole (exaggeration for effect)	Irony
Simile (one thing likened to another)	Rhetorical Questions
Metaphor (implied comparison)	Dialogue Between Characters

- b. Note key words, names, and places which seem significant. Use Bible Dictionaries and Concordances to explore the significance of these words.

- c. Address the theological issues in the text: What appears to be the major theological affirmations in this text? What is being said about God? about humanity? about salvation?

STEP 7: RESEARCH YOUR TEXT

At this point you should work through a number of commentaries and other outside sources to supplement the initial notes you have taken on each of the steps above. From the commentaries, pull out additional items on the elements above, grab some quotations to use, look for insights or especially technical items that you missed, etc. You should find things to plug into each of the research categories above.

****Specifically: Research your text using at least **five scholarly commentaries**.** Highly recommended are the following series: a. Word Biblical Commentary, b. The New Century Bible Commentary, c. New Interpreter’s Bible Commentary, d. Anchor Bible Commentary, e. International Critical Commentary, f. Old Testament Library, g. The Interpreter’s Bible, h. Hermeneia, i. Continental Commentary, j. Berit Olam, k. New International Commentary on the OT (NICOT), l. Tyndale OT Commentaries, m. The Cambridge Bible Commentary.

STEP 8: FORMULATE A THESIS FOR YOUR INTERPRETATION OF THE TEXT

Now that you have completed your research, come up with a single thesis statement that succinctly states *your reading/interpretation* of the text at hand (that is, a statement that says what this passage is in your view).

[*Example: “Hosea 2 is a metaphorical and theological commentary on the events in Samaria at the close of the Syro-Ephraimitic War (ca. 731 BCE).”]

STEP 9: APPLY YOUR TEXT

How could you bring this text to bear on human need? How could you apply this text in a setting of preaching, teaching, etc.? What would a sermon or lesson based on your exegesis of this text look like?

EXEGETICAL PAPER GUIDE PART TWO
Instructions for Writing the Paper

**Your main goal is to write your research from page one of these instructions. In order to do that, follow these guidelines in putting together your final paper:

1. Turn in your final paper TYPED, DOUBLED SPACED, WITH 12 PT. FONT AND 1-INCH MARGINS ON ALL SIDES.
2. Make sure to reference any authors that you cite, including the book, page number, etc. in a consistent form throughout the paper.
3. The final paper should be 12-14 pages in length.

Format for the Paper

**think of your paper as a guided tour through your passage, where you are the tour guide who is leading an informed, yet not expert, reader through a critical interpretation of your chosen text*

1. Opening/ Introductory paragraphs- Give a general introduction to your text:
 - a. Give a basic summary of what happens in your text (brief!)
 - b. Explain why you and others find this text significant in general
 - c. Provide your thesis for what this text is/is doing/is saying, etc.

2. Give the outline of your text that you have devised (major units, subunits)—this should be in regular outline form

***the following sections (##3-6) should be thought of as background to orient your reader to the unit-by-unit analyses that will form the body of the paper. Here you are providing the orienting information to set up your reading of the passage:*

3. Note and discuss any significant textual and translation issues that arise from your comparison of different English translations.

4. Describe what comes before and after your text and how your text fits and functions in that context (literary context).

5. Describe the form or type (genre) of material that your text is and how this impacts its interpretation.

6. Discuss the specific historical background of the text and how the text fits and functions within that historical context.

***The following section (#7) should constitute the body of the paper. Here, organize the paper according to your outline (in other words, discuss the text by going sequentially through the major units as you have defined them). In the discussion of each unit, you should bring together the relevant insights you gained in your research especially from Step 6, letters a & b on the research guide. You should also bring in the supplemental insights you gained from commentaries and other sources for each unit. So:*

7. Walk through the passage unit by unit (following your outline of it) discussing the major literary devices found in the text, significant words, and any insights from commentaries (note: this is the primary part of the exegetical paper).

**The final sections of your paper should be thought of as the conclusion of your guided tour:*

8. Discuss the major theological affirmations in the text (from Step 6 letter c on the research guide)

9. Drawing upon your work from Step 9 on the research guide, conclude your paper by proposing a specific way to apply this text. Include a sermon outline (with introduction and conclusion), an outline for a Sunday School lesson, etc., or some other concrete (but brief) example of application.