

**Old Testament Narrative and Law (the Pentateuch)
BIB 413**

Point Loma Nazarene University
Fall 2014
Monday 2:30-5:30pm

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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

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

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.

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 or NIV 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 story of the Pentateuch, class attendance is a necessity and frequent absences will have a direct effect on the student's grade. *FOUR (4) absences will result in de-enrollment from the class*. 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 Notebooks: In order to assess the student's engagement with the basic content discussed in the biblical and textbook readings, each student will prepare and submit a "Reading Notebook" that contains brief responses to specific inquiries dealing with basic content covered in the readings. The items to be included in the reading notebook will be provided in class, along with further instructions and dates of submission (*see sheets included in this syllabus*). The first Reading Notebook is due at the start of class on Mon. October 27, 2014. The second Reading Notebook is due at the start of class on Mon. November 17, 2014.

4. Class Presentation on Pentateuch Interpretive Issue: As a part of the seminar and collaborative learning format of this course, each student will make a 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.

*Each presentation should be **15 minutes in length**. The student's job is to "teach" the class on the topic and reading material associated with the assigned presentation in whatever way the student sees fit. The student should cover the significant highlights of the assigned reading material and engage the class in discussion as much as possible.

5. 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 **Mon. December 8, 2014**. 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?

6. 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 at the scheduled time of the final exam for the course: **Mon. Dec. 15, 2014** (*see attached guidelines for researching and writing*).

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

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

Course Policies

1. Grading: The student's grade will be based on a combination of class participation, reading, assignments, and exams as follows:

<u>Possible Points</u>	<u>Assignment</u>
40	Reading Notebook #1
40	Reading Notebook #2
50	Class Presentation
50	Wijk-Bos Book Review
100	Final Exegetical Paper
<u>*Total</u> : 280 possible points	

<u>*Grading Scale:</u>	94-100 A	84-86 B	74-76 C	64-66 D
	90-93 A-	80-83 B-	70-73 C-	60-63 D-
	87-89 B+	77-79 C+	67-69 D+	50s F

2. Attendance: Attendance is a necessity. Excessive absences will have a direct effect on the final grade. Late work will only be accepted under the terms of the Late Work Policy (see below). All attendance policies of the institution apply. *FOUR (4) unexcused absences will result in de-enrollment from the class.* Please note that it is the student's responsibility to obtain notes, etc. from other students for any missed classes.

3. Late Work Policy: In order not to be considered "late," all assignments must be submitted **in person, in hard copy, in class** on the day listed as the due date. *NO assignment may be submitted electronically (by email, etc.) for full credit.* If the student "forgets" an assignment, he or she may submit it after class (either electronically or in hard copy) for no more than half credit. *Any assignment submitted electronically (whether late or on-time) will receive no more than half credit.* No assignment will be accepted for credit of any kind more than one week after the original due date.

4. 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.

5. Academic Honesty: 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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who

believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.

6. Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Tentative Course Schedule (a.k.a. "The Journey Itinerary")

1. Monday Sept. 8

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

2. Monday Sept. 15

- A) Introduction to the Pentateuch
- B) Genesis 1—3
 - *Read: 1. Genesis 1—3
 - 2. *Dictionary of the OT Pentateuch* articles: a) "Authorship of the Pentateuch"; b) "Pentateuchal Criticism, History of"; c) "Source Criticism"
 - 3. Fretheim ch. 1 & 2
 - 4. Arnold and Beyer, pp. 13-15, 31-62
 - *DUE: After reading the dictionary article, "Authorship of the Pentateuch" that was assigned for today, type out a list of what you consider to be the 4 or 5 main points of this article. You should offer a brief description of what each main point is.
 - ****Organize Class Presentation Topics**

3. Monday Sept. 22

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

B) Genesis 4—11

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

*Reading: 1. Genesis 4—11

2. Wijk-Bos parts 1 & 2 (pp. 1-78)

3. *Dictionary of the OT Pentateuch* article, “Genesis, Book of”

4. Arnold and Beyer, pp. 21-31, 66-71

**Recommended Reading: 1. *Dictionary of the OT Pentateuch* articles: “Form Criticism,” “Traditio-historical Criticism,” “Creation,” “Genealogies”

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

4. Monday Sept. 29

A) *Class Presentation*: “Abraham” and “Election” articles from *Dictionary of the OT Pentateuch*

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

C) Genesis 12—50 (part 1)

*Reading: 1. Genesis 12—36

2. Fretheim ch. 3

3. Arnold and Beyer, pp. 72-74

4. Wijk-Bos, pp. 79-128

**Recommended Reading: 1. *Dictionary of the OT Pentateuch* articles: “Abraham,” “Election,” “Family Relationships,” “Women”

*DUE: 1) Class Presentations on Abraham, Election articles and Family Relationships, Women articles

5. Monday Oct. 6

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

B) *Class Presentation*: “Social-Scientific Approaches” article from *Dictionary of the OT Pentateuch*

E) Genesis 12—50 (part 2)

*Reading: 1. Genesis 37—50

2. Wijk-Bos, pp. 129-145

3. *Dictionary of the OT Pentateuch* articles: a) “Literary/Narrative Criticism”; b) “Social-Scientific Approaches”

*DUE: 1) Class Presentations on “Literary/Narrative Criticism” article and “Social-Scientific Approaches” article

***MONDAY OCT. 13: SPECIAL SESSION FOR Wiley Lectures:**

- 1) We will NOT meet for class in our classroom at 2:30
- 2) Rather, we will attend together as a class the “Brewed Awakening” event from 3:00-4:30pm in Fermanian Business Center (look for a sign-in sheet at the event)

6. Monday Oct. 20

- A) *Class Presentation*: “Exodus, Date of” and “Exodus Route and Wilderness Itinerary” articles from *Dictionary of the OT Pentateuch*
- B) Exodus 1—18
 - *Reading: 1. Exodus 1—18
 - 2. Arnold and Beyer, pp. 75-76, 82-88
 - 3. Fretheim, ch. 4
 - 4. *Dictionary of the OT Pentateuch* articles: a) “Exodus, Book of”; b) “Exodus, Date of”
 - **Recommended Reading: 1. *Dictionary of the OT Pentateuch* article: “Exodus Route and Wilderness Itinerary”
 - *DUE: 1) Class Presentation on “Exodus, Date of” and “Exodus Route and Wilderness Itinerary” articles
 - 2) Submit your chosen scripture passage for your final exegetical paper

7. Monday Oct. 27

- A) *Class Presentation*: “Law” article from *Dictionary of the OT Pentateuch*
- B) What Is OT Law?
- C) The “Ten Commandments,” the “Covenant Code,” and Exodus 19—40
 - *Reading: 1. Exodus 19—40
 - 2. Wijk-Bos, pp. 149-168
 - 3. Arnold and Beyer, ch. 6 (pp. 104-117)
 - 4. *Dictionary of the OT Pentateuch* articles: a) “Decalogue”; b) “Law”
 - *DUE: 1) Class Presentation on “Law” article
 - 2) **Reading Notebook #1**

8. Monday Nov. 3

- A) *Class Presentation*: “Priests, Priesthood” article from *Dictionary of the OT Pentateuch*
- B) Leviticus 1—16
 - *Reading: 1. Lev 1—16
 - 2. Fretheim, ch. 5
 - 3. *Dictionary of the OT Pentateuch* articles: a) “Priests, Priesthood”; b) “Leviticus, Book of”; c) “Holy and Holiness, Clean and Unclean”
 - **Recommended Reading: 1. *Dictionary of the OT Pentateuch* articles: “Sin, Guilt,” “Atonement, Day of”
 - *DUE: 1) Class Presentation on “Priests, Priesthood” article

9. Monday Nov. 10

A) Leviticus 17—27: The Holiness Code

B) Discussion of Wijk-Bos pp. 213-230

*Reading: 1. Lev 17—27

2. Wijk-Bos, pp. 179-230

3. *Dictionary of the OT Pentateuch* articles: a) “Sacrifices and Offerings”; b) “Festivals and Feasts”; c) “Sabbath, Sabbatical Year, Jubilee”

**Recommended Reading: 1. *Dictionary of the OT Pentateuch* articles: “Sexuality, Sexual Ethics,” “Social Structure,” “Tabernacle”

*DUE: none

10. Monday Nov. 17

A) Numbers

*Reading: 1. Numbers (read as much as possible/skim the whole)

2. *Dictionary of the OT Pentateuch* article: a) “Numbers, Book of”

3. Fretheim, ch. 6

4. Wijk-Bos, pp. 169-178

*DUE: 1) **Reading Notebook #2**

***MON. NOV. 24: NO CLASS (Society of Biblical Literature Meeting)**

11. Monday Dec. 1

A) Deuteronomy (part 1)

*Reading: 1. Deut 1—26

2. Arnold and Beyer, ch. 5

3. *Dictionary of the OT Pentateuch* article: a) “Deuteronomy, Book of”

4. Skim only: Arnold and Beyer, ch. 5 (pp. 96-103)

**Recommended Reading: 1. *Dictionary of the OT Pentateuch* article: “Covenant”

*DUE: none

12. Monday Dec. 8

A) Deuteronomy (part 2)

B) Deuteronomy and the Ending of the Pentateuch

C) Reflecting on the Whole: Wijk-Bos Book Discussion

*Reading: 1. Deut 27—34

2. Wijk-Bos, pp. 231-305 (complete whole book)

3. Fretheim, ch. 7

**Recommended Reading: 1. *Dictionary of the OT Pentateuch* articles: “Theology of the Pentateuch,” “Preaching from the Pentateuch”

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

13. Monday Dec. 15 (Final Exam Day—we WILL meet during our allotted time)

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

*Readings: none

*DUE: **Final Exegetical Paper**

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Reading Notebook Part 1
(covering overall Pentateuch issues, Genesis, and Exodus)

INSTRUCTIONS: *As a separate document, type (do not handwrite) a 1 to 3 sentence(s) identification or response to each item or question listed below. Check course schedule for date of submission.*

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

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Reading Notebook Part 2
(covering OT Law, Leviticus, and Numbers)

INSTRUCTIONS: *As a separate document, type (do not handwrite) a 1 to 3 sentence(s) identification or response to each item or question listed below. Check course schedule for date of submission.*

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. Horeb/Sinai
4. The Code of Hammurabi
5. Current major views on the date/composition of Leviticus
6. “Wellbeing” or “Peace” offering
7. “Guilt” or “Reparation” offering
8. The Year of Jubilee
9. Day of Atonement (Lev 16)
10. The goat for “Azazel” in Lev 16
11. What makes certain land animals “clean” for food in Lev 11?
12. Why might Lev 19 be called the central chapter on holiness in the OT?
13. Hittite suzerainty treaties and their significance for studying the OT law
14. Neo-Assyrian suzerainty treaties and their significance for studying the OT law
15. The “Holiness Code” in Lev 17—26
16. The overall structure of the book of Numbers (and the difficulties discerning it)
17. Sihon and Og
18. Nazirite vow (Num 6)
19. Basic contours of the “spies” story in Num 13
20. The 2 censuses in Num chs 1 & 26: where do they fall in the book? Whom do they count? Why are they significant?

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.

Starter Bibliography for the Pentateuch

**** denotes recommended commentaries**

Albright, William Foxwell. *Yahweh and the Gods of Canaan*. Winona Lake, IN, 1990.

Alt, Albrecht. *Essays on Old Testament History and Religion*. Oxford, 1966.

Anderson, Bernard, ed. *Creation in the Old Testament*. Philadelphia, 1984.

Anderson, Bernard. *Creation Versus Chaos*. New York, 1967.

Anderson, Gary. *Genesis of Perfection: Adam and Eve in Jewish and Christian Imagination*. Louisville: Westminster John Knox, 2001.

Batto, Bernard. *Slaying the Dragon: Mythmaking in the Biblical Tradition*. Louisville: Westminster John Knox, 1992.

Blenkinsopp, Joseph. *Treasures Old and New: Essays in the Theology of the Pentateuch*. Grand Rapids, 2004.

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Brown, William P. ed. *The Ten Commandments: The Reciprocity of Faithfulness*. Library of Theological Ethics. Louisville: Westminster, 2004.

Brueggemann, Walter and Hans Walter Wolff. *The Vitality of Old Testament Traditions*. 2d ed. Atlanta, 1982.

**Brueggemann, Walter. *Genesis*. Interpretation Commentary. Atlanta, 1982.

**Cairns, Ian. *Deuteronomy: Word and Presence*. International Theological Commentary. Grand Rapids, 1992.

Campbell, Anthony and Mark O'Brien. *Sources of the Pentateuch*. Minneapolis, 1993.

Cassuto, U. *A Commentary on the Book of Genesis*. 2 vols. Jerusalem, 1949.

**Childs, Brevard. *The Book of Exodus: A Critical, Theological Commentary*. Old Testament Library. Philadelphia, 1974.

- Christensen, Duane, ed. *A Song of Power and the Power of Song: Essays on the Book of Deuteronomy*. Sources for Biblical and Theological Study 3. Winona Lake, IN: Eisenbrauns, 1993.
- Clements, R. *God's Chosen People: A Theological Interpretation of the Book of Deuteronomy*. Valley Forge, 1969.
- Clifford, Richard and John Collins, eds. *Creation in the Biblical Traditions*. The Catholic Biblical Quarterly Monograph Series 24. Washington: Catholic Biblical Association of America, n.d.
- Clements, R.E. *Deuteronomy*. Old Testament Guides. Sheffield, 1989.
- **Coats, George W. *Genesis, with an Introduction to Narrative Literature*. Grand Rapids, 1983.
- Coote, Robert B. *In Defense of Revolution: The Elohist History*. Minneapolis, 1991.
- Coote, Robert B. and David Robert Ord. *In the Beginning: Creation and the Priestly History*. Minneapolis, 1991.
- Crüsemann, Frank. *The Torah: Theology and Social History of Old Testament Law*. Minneapolis: Fortress, 1996.
- Fewell, Danna Nolan and David Gunn, *Gender, Power, and Promise: The Subject of the Bible's First Story*. Nashville: Abingdon, 1993.
- **Fretheim, Terence. *The Pentateuch*. Interpreting Biblical Texts. Nashville: Abingdon, 1996.
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