Syllabus: OT551

OT551: Genesis in Depth with Dr. Carol Kaminski

Table of Contents
Snapshot of Course Requirements
Course Objectives
Required Texts
Recommended Texts
Resources for Genesis
Course Requirements
  - Reading Requirement
  - Word Studies
  - Exam
  - Exegetical Paper

Submitting Assignments
Interactivity
Workbook
Tackle the Text: 500 Level
Course Outline

Snapshot of Course Requirements
OT551 requires timely completion of the following six course requirements:

1. Examination - 50% of your grade
2. Exegetical Paper - 50% of your grade
3. Word Study Papers
4. Required Reading
5. Interactivity (required for course grade to be submitted to registration office)
6. Course Checkout/Reading Report (after you have finished all course requirements above)

Course Objectives

1. To introduce students to general principles used for the interpretation of Bible. This includes helping students: a) learn foundational tools and methods needed for the exposition of biblical texts; and b) learn the Hebrew and Greek alphabets so that basic word studies can be done in the original languages.
2. To introduce students to the content and theology of the book of Genesis in preparation for teaching and preaching. This will be achieved through a detailed exegetical analysis of key chapters in Genesis. Focus will be given to theological issues arising from the text, with an emphasis on how Genesis contributes to redemptive history.
3. To encourage students to become knowledgeable of God's inerrant Word, competent in its interpretation, proclamation and application in the contemporary world. Because the teaching of God's Word is indispensable to the well-being and vitality of God's people, the Seminary has a fundamental responsibility to encourage in students a love for Scripture. The Seminary is to teach exegetical skills by which they will be able to apply Scripture effectively.
4. To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The Seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

[TOP]
Required Texts

1. The Hebrew-Greek Key Study Bible (ed. S. Zodhiates; Chattanooga, AMG Publ. 2008). Please note: the New American Standard Version (NASB) will be used in class; this is the recommended version for this course (this version is coded with Strong's numbers). ISBN-13: 978-0899577500

*These articles can be requested through the libraries of GCTS.

Recommended Texts


Resources for Genesis

Course Requirements

Reading Requirement: You have several reading requirements for this class: the book of Genesis (read twice), Kidner’s commentary on Genesis in its entirety, and three journal articles. Failure to complete the reading requirement may result in a grade penalty. The commentary reading may be subject to examination in the final exam.

Your reading report is to be submitted with your online checkout form (see Modules).

Word Studies: You are required to complete several word studies due before the appropriate lecture, as per the schedule below (word studies are not to be submitted). See the resources below (also available under "Resources") for detailed instructions on how to conduct a word study in Hebrew and Greek. Failure to have completed the homework before the lecture may result in a grade penalty.

- Hebrew Resources
- Greek Resources

Exam: Your exam is worth 50% of your grade. You will be required to reproduce both the Hebrew and Greek alphabets, read basic Hebrew and Greek words, and be able to do a brief word study using the Englishman’s Concordance. The exam will also cover lecture material and the required reading. The Exam will include one essay from the following topics (you will not be able to choose which essays to answer so you need to be prepared to answer a question on any of the following topics):

1. The Fall: Sin and Its Consequences (Gen. 3-4)
2. The Theme of Sin, Judgment and Grace in Genesis
3. The Outworking of the Creation Mandate, “Be fruitful and multiply, and fill the earth” (Gen. 1:28; 9:1) in Genesis
4. The Form and Function of Genealogies in Genesis
5. God’s Promises to Abraham: Their Content, Significance and Fulfillment
6. The Relationship between Faith in Gen. 15:6 and Circumcision in Gen. 17; see also Rom. 4.
7. Slave or Heir: Gen. 15-16, 21; Gal. 4.

Approximately one third of the exam's points will come from Greek and Hebrew language questions. Approximately two thirds of the exam's points will come from the two essay questions.

Exegetical paper: You are required to write a 15-page (double-spaced) exegetical paper. Choose 5-6 verses from Genesis (any passage provided it is not a text we have done in class). Your paper needs to include 5 Hebrew word studies and 1 Greek word study.

- Translation
- Author
- Circumstances
- Key Words
- Literary Context
- Explain the Text

Submitting Assignments

Assignments can be submitted electronically through the Drop Box tool in Sakai. On the left menu, under "Project Tools," select "Drop Box." To add a file, click “Add” and upload from there.

Some guidelines for this process:

- Paper submissions should be in either .doc, .docx or .pdf format.
- Submitting your work through drop box is considered a formal (and final) submission. Nothing further will be needed on your part.
- All submissions are time/date stamped and will be retrieved by the Semlink office and routed to your professor for grading.
- Assignments may be returned to you electronically, in most cases through your Sakai drop box or via email. If your assignment was graded by hand, it will be scanned and delivered to you as a PDF file.
- Remember to use a full heading, including your name, professor, course, and date.

Please let the Semlink office know if you have any further questions about electronic submission. semlink@gordonconwell.edu or 978-646-4144.
Interactivity

As a member of the Association of Theological Schools, Gordon-Conwell Theological Seminary recognizes the value of interactivity in distance learning and complies with the standards for accreditation set by ATS which include interactivity as a compulsory component of any distance learning program that wishes to continue granting credit for its courses. The purpose of Semlink interactivity is to enhance learning by providing an online environment for students to engage meaningfully and substantively with professors, teaching fellows, and other students in order to achieve an enriching and academically challenging distance learning experience.

There are two interactivity requirements for this course:

1. **An online discussion forum**: converse with other students and with instructors on the Semlink forum. You are required to participate four (4) times in the discussions relating to your area of study. To ensure successful completion of this requirement, please complete your participation in the discussion forums at least one week prior to your course due date. This will allow sufficient time for you to resubmit any responses if necessary.

2. **Email-based conversation** with your Semlink teaching fellow. You are required to email a total of three (3) times, including your original response to the conversation starter. Please allow a minimum of one month to complete this conversation to allow time for the teaching fellow to respond. Allow five business days for a response to each of your submissions.

To begin your interactivity (and for more details about this requirement), see the Interactivity section under Modules. This section will explain in more detail what is expected for this requirement.

If you fail to complete the interactivity requirements, you will fail your course.

Workbook

As you listen to the lectures, you can answer the questions in the accompanying workbook. The workbook is provided as a resource for your study. The questions have been designed to help you to learn and process the information in this course. The completed workbook will also serve as an outline of the course for your future reference.

You may find it helpful to stop the lecture at various times to consider the questions and answer them more fully. This is highly encouraged.

"Tackle" the Text: 500 Level

Six steps to help you interpret the biblical text:

<table>
<thead>
<tr>
<th>Translations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compare translations (e.g. NIV, NASB, KJV).</td>
</tr>
<tr>
<td>• Note the major differences in translations.</td>
</tr>
<tr>
<td>• Use this to alert you to key words and grammatical issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who wrote the book/letter? when?</td>
</tr>
<tr>
<td>• What form of writing did the author use to communicate?</td>
</tr>
<tr>
<td>e.g. narrative, gospel, prophecy, poetic, apocalyptic, letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circumstances:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What was going on at the time of writing?</td>
</tr>
<tr>
<td>• Why did the author write the book/letter?</td>
</tr>
<tr>
<td>• What circumstances does the author address?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do word studies on important words in your passage.</td>
</tr>
<tr>
<td>1. Use the Hebrew-Greek Key Study Bible to locate the Strong’s number.</td>
</tr>
</tbody>
</table>
2. Look up words in either the Hebrew or Greek Englishman’s Concordance.
3. Summarize the “range of meaning,” then decide what meaning best suits the context in which the word occurs. Why?
   - NT Grammar: Note structural relationships (“therefore,” “so that,” “but,” “in order that”).

Literary Context:
- How is the biblical book structured?
- How does your passage fit into the argument, story or structure?
- How does your passage contribute to the message(s) of the book?

Explain the Text:
- Where is your text located in God’s redemptive story?
- Is your passage discussed elsewhere in the Bible? Where?
- What does your passage teach about God, his people, other issues?
- How does your passage relate to us today?

---

**Course Outline**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>* Introduction to Genesis</td>
<td>- Bible Reading: Genesis 1-12</td>
</tr>
<tr>
<td></td>
<td>* Aims of the Course and Requirements</td>
<td>- Kidner, Preface and Introduction</td>
</tr>
<tr>
<td></td>
<td>* Introduction to Hebrew, Word Studies, and the Study Bible</td>
<td>- Learn the Hebrew Alphabet.</td>
</tr>
<tr>
<td></td>
<td>* Introduction to the 6 steps of exegesis, TACKLE the Text</td>
<td>- Do a word study on the Hebrew verb ‘to form’ in Gen. 2:8 (Strong’s #3335).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exegetical Question: What is the difference between ‘forming’ and ‘creating’ (in Gen. 1:1)? How would you explain what the verb ‘to form’ means to your congregation? Give a few biblical examples to illustrate it.</td>
</tr>
<tr>
<td>2</td>
<td>* The Creator God: Yahweh Elohim (Genesis 1-2)</td>
<td>- Bible Reading: Genesis 13-24</td>
</tr>
<tr>
<td></td>
<td>* Authorship of Genesis</td>
<td>- Clines, &quot;The Image of God in Man,&quot; 53-78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learn the Greek Alphabet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a word study on the Hebrew verb “helper” in Gen. 2:18 (Strong’s #5828).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exegetical Question: What type of “tasks” does a ‘helper’ usually do? Any thoughts on how this may relate to Eve’s role in the context of the garden?</td>
</tr>
<tr>
<td>3</td>
<td>* Life with God in the Garden (Genesis 2-3)</td>
<td>- Bible Reading: Genesis 25-36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Clines, &quot;The Image of God in Man,&quot; 79-103</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a word study on the Hebrew word “pain” (Gen. 3:16, only in Genesis). Who experiences “pain” in Genesis?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a word study in the Hebrew word &quot;desire&quot; (Gen. 3:16). Where else does this word occur?</td>
</tr>
<tr>
<td>4</td>
<td>* The Fall and Sibling Rivalry (Genesis 3-4)</td>
<td>- Bible Reading: Genesis 37-50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Kidner, 42-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a word study in the Hebrew verb “to blot out” (Gen. 6:7).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exegetical Question: If you had less than 5 minutes to explain what this verb means, what would you say? Give biblical examples to illustrate the meaning of this verb.</td>
</tr>
<tr>
<td>5</td>
<td>* Sin, Judgment and Divine Grace (Genesis 6-8)</td>
<td>- Bible Reading: Genesis 1-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Kidner, 100-155</td>
</tr>
<tr>
<td>6</td>
<td>* The Function of Genealogies in Genesis (Genesis 5, 9-11)</td>
<td>- Bible Reading: Genesis 13-24; Galatians 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Robinson, &quot; Literary Functions of the Genealogies of Genesis&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a word study in the Hebrew word “seed” (Genesis 17:7, Genesis only). Do a word study on the Greek word spevrama, “seed,” in Galatians 3:16 (only in Romans and Galatians).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exegetical Questions: How is the Hebrew word translated in Genesis? (Give examples). How important is the word in Genesis? Why? How is Paul using “seed” language in Galatians?</td>
</tr>
<tr>
<td></td>
<td>*God’s Promises to Abraham and his “seed” (Genesis 12, 17; Galatians 3)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>:---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 7 | -Bible Reading: Genesis 25-36; Romans 4  
- Kidner, 155-224  
- Do a word study on the Greek term “ungodly” (Romans 4:5).  
- Exegetical Questions: Who are the “ungodly” in the book of Romans and elsewhere in the New Testament? If Abraham is one of the “saints,” why does Paul refer to him in this way? |

<table>
<thead>
<tr>
<th></th>
<th align="left">*The Abrahamic Covenant and Circumcision (Genesis 15, 17 and Romans 4)</th>
<th></th>
</tr>
</thead>
</table>
| 8 | -Bible Reading: Genesis 37-50; Romans 4  
- Clines, “Theme in Genesis 1-11”  
- Work on exegesis paper. |

<table>
<thead>
<tr>
<th></th>
<th align="left">*Who will be the heir: a slave or a son? (Genesis 15, 16, 21; Galatians 4)</th>
<th></th>
</tr>
</thead>
</table>
| 9 | -Bible Reading: Galatians 4  
- Prepare for your final exam.  
- Work on exegesis paper. |

<table>
<thead>
<tr>
<th></th>
<th align="left">*God’s grace to the Patriarchs (Genesis 12, 20, 25-28)</th>
<th></th>
</tr>
</thead>
</table>
| 10 | - Prepare for your final exam.  
- Work on exegesis paper. |