

## BSD04 THE PENTATEUCH (DIPBT)

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<b>Qualifications to teach</b>	AQF Level 7 or above
<b>Status</b>	Elective
<b>Co/pre-requisites</b>	None

WORKLOAD	TOTAL
Credit points	4
Duration	2 Terms
Weekly lecture content The 13 lectures take about 6 hours to read slowly. Time is allowed for two readings, including activities along the way and some foundational knowledge quiz questions.	14
Reading and answering foundational knowledge quiz questions: 6 hours	6
Biblical exposition activities 4 hours to prepare and write each contribution. 2 hours to read and assess others' work.	18
Thematic Assignment development activities	9
Thematic Assignment: extra reading, preparation, and writing	25
Set Reading (15 pph)	24
<b>Total commitment hours</b>	<b>96</b>

### GENERAL AIM:

The unit introduces the student to the Pentateuch (Genesis to Deuteronomy), as individual books and as a coherent collection. It helps the student to read the Pentateuch aware of its historical, literary and theological nature, and to understand both its meaning for original readers, and its significance as Christian Scripture. Students will develop their competence as careful readers of the text and be able to show how these ancient texts uniquely reveal and adorn the character of God.

## LEARNING OUTCOMES

At the end of this unit, students should be able to:		Graduate Attributes
1.	Describe the context, structure and message of each book of the Pentateuch	GA
2.	Explain the literary and theological connections between the five books	GA
3.	Show how literary features of biblical narrative add to the impact of the message	GA
4.	Evaluate sermons on the Pentateuch	GA
5.	Discuss a major theme in a selected book, and illustrate its distinctive features from the text	GA

## CONTENT

1.	The historical and canonical context and coherence of the Pentateuch
2.	A concise exposition and theological analysis of each individual book
3.	The theology of the Pentateuch and its relationship with the rest of the Bible

## TEACHING AND LEARNING METHODS

Weekly lecture content  
Exegetical activities  
Set readings  
Thematic Essay development activities  
Foundational knowledge quizzes  
Peer assessments in workshops

## ASSESSMENT METHODS

### Foundational knowledge quizzes

Correctly answer multiple-choice questions on lecture material, spread over the unit

**Weighting: 20%**

LO 1, 2

### Three biblical exposition activities, 500 words each

Tutor and peer assessment

**Weighting: 30%**

LO 3, 4

### Thematic assignment, 2000 words

Two development activities, 500 words in total – 10%

*Aim: the first activity helps you take what you have been reading and begin to organise it around your chosen essay question. The second activity helps you to produce an outline of your essay.*

Final Essay submission, 1,500 words – 40%

**Weighting: 50%**

LO 5

**Note for students:** Please refer to the Student Handbook §4 for College Requirements on assessments, including presentation, correct referencing of sources, word limits and late submission.

## PROGRESSION

### Successful completion of this unit requires:

1. An overall result of 50% or more
2. A pass (50% or more) in the thematic assignment, final essay
3. A score of 100% for the foundational knowledge quizzes (unlimited attempts before the due dates)

**SET READING**

Reading to assist the student in achieving the unit learning outcomes

**Suggestion: put the Pentateuch into your daily Bible reading programme while you are doing this unit.**

Lecture	Author(s)	Title and Publisher	pages
<b>1</b> <i>Introduction to the Pentateuch</i>	Walton, John H. and A. E. Hill.	<i>Old Testament Today: A Journey from Original Meaning to Contemporary Significance.</i> Grand Rapids, MI: Zondervan, 2004, pages 70–86.	16
	Hoffmeier, James K.	“‘These Things Happened’: Why a Historical Exodus Is Essential for Theology.” Pages 99–134 in <i>Do Historical Matters Matter to Faith? A Critical Appraisal of Modern and Postmodern Approaches to Scripture.</i> Edited by James K. Hoffmeier and Dennis R. Magary. Wheaton, IL: Crossway, 2012. Read pages 99–106.  <i>Your major essay needs to explore a theme in one book of the Pentateuch, and this week’s first reading gives you a thumbnail sketch of some major themes. As you read it, take notes and use them towards the first development activity, due in week 10. The second reading is more technical, but very important if you ever need to defend the historicity of the Pentateuch against the secular “mainstream” of opinion. You will read the rest of it in week 6.</i>	8
<b>2</b> <i>Context</i>	Collins, John J.	<b>Read this for the first exegetical workshop:</b> <i>Introduction to the Hebrew Bible.</i> Minneapolis, MN: Fortress, 2004, pages 25–45.	20
<b>3</b> <i>Gen 1–11 genre</i>	Collins, C. John.	<b>Read this for the first exegetical workshop:</b> <i>Reading Genesis Well: Navigating History, Poetry, Science, and Truth in Genesis 1–11.</i> Grand Rapids, MI: Zondervan, 2018, pages 131–157.	26
<b>4</b> <i>Gen 1–11 exegesis</i>	Waltke, Bruce K. with Cathi J. Fredricks.	<b>Read this for the first exegetical workshop:</b> <i>Genesis: A Commentary.</i> Grand Rapids, MI: Zondervan, 2001, pages 121–159.  <b>SUBMIT FIRST EXEGETICAL ACTIVITY</b>	38
<b>5</b> <i>Gen 12–50</i>	Alexander, T. Desmond.	“Abraham Reassessed Theologically: The Abraham Narrative and the New Testament Understanding of Justification by Faith.” Pages 7–28 in <i>He Swore an Oath: Biblical Themes from Genesis 12–50.</i> Edited by R. S. Hess, G. J. Wenham, and P. E. Satterwaite. 2nd edn. Eugene, OR: Wipf & Stock, 1994.  <i>Here is another reading that will be useful for your major essay. It models a way to draw theological connections between Old and New Testament.</i>	21
RESEARCH WEEK 1			
<b>6</b> <i>Exodus intro</i>	Hoffmeier, James K.	“‘These Things Happened’: Why a Historical Exodus Is Essential for Theology.” Pages 99–134 in <i>Do Historical Matters Matter to Faith? A Critical Appraisal of Modern and Postmodern Approaches to Scripture.</i> Edited by James K. Hoffmeier and Dennis R. Magary. Wheaton, IL: Crossway, 2012. Read pages 106–134.  <i>You read the first part of this article in week 1. Now Hoffmeier looks at the historicity of the Exodus—but his method draws out amazing connections that illustrate just how deeply this event penetrates every part of Scripture.</i>	28
<b>7</b> <i>Exod 1–19</i>	Perrin, Nicholas.	<i>The Exodus Revealed: Israel’s Journey from Slavery to the Promised Land.</i> New York: Faithwords, 2014, pages 133–158.  <i>Here is an easy reading to balance last week’s heavier one. It hits the sweet spot for this unit: a model of combining Near Eastern context, exegesis, and theology into a great sermon!</i>	25
MID-TERM BREAK			
<b>8</b> <i>Exod 20–40</i>	Webb, Barry G.	<b>Read this for the second exegetical workshop:</b> “Heaven on Earth: The Significance of the Tabernacle in its Literary and Theological Context.” Pages 154–176 in <i>Exploring Exodus: Literary, Theological and Contemporary Approaches.</i> Edited by B. Rosner and P.R. Williamson. Nottingham: Inter-Varsity Press, 2008.  <b>SUBMIT SECOND EXEGETICAL ACTIVITY</b>	22

<p><b>9</b> <i>Leviticus</i></p>	<p>Kiuchi, Nobuyoshi.</p> <p>Woodhouse, John W.</p>	<p><b>Read this for the third exegetical workshop:</b> <i>Leviticus</i>. AOTC. Downers Grove: InterVarsity Press, 2007. Read pages 30–47.</p> <p><b>Listen to this for the third exegetical workshop:</b> “I, the Lord your God, am Holy.” Sermon delivered at Katoomba, NSW, January 1986. Read Leviticus 1, 11, 12 and 17 before listening.</p> <p style="text-align: center;"><b>SUBMIT THIRD EXEGETICAL ACTIVITY: SERMON RESPONSE</b></p>	<p>32</p> <p>[15]</p>
RESEARCH WEEK 2			
<p><b>10</b> <i>Numbers</i></p>	<p>Olson, Denis T.</p> <p>Ferdinando, Keith.</p>	<p><b>SUBMISSION FOR YOUR FIRST DEVELOPMENT ACTIVITY IS DUE THIS WEEK</b></p> <p><i>The Death of the Old and the Birth of the New: The Framework of the Book of Numbers and the Pentateuch</i>. Brown Judaic Studies 71. Chico, CA: Scholars, 1985, pages 179–96.</p> <p><i>The Message of Spiritual Warfare: The Lord is a Warrior, the Lord is His Name</i>. Bible Speaks Today Themes. Downers Grove: InterVarsity Press, 2016, pages 60–70</p> <p><i>These readings will help you in your essay in different ways. The first article shows the importance of structure for getting the message, and the theology, right. The second models a thematic study which is unusual but important for mission.</i></p>	<p>17</p> <p>11</p>
<p><b>11</b> <i>Deut 1–11</i></p>	<p>Walton, John.</p>	<p>“The Decalogue Structure of the Deuteronomic Law.” Pages 93–117 in <i>Interpreting Deuteronomy: Issues and Approaches</i>. Edited by David G. Firth and Philip S. Johnston. Nottingham: Apollos, 2012.</p> <p><i>Another reading illustrating the importance of structure for the message. A key to thinking about how you should frame and interpret individual OT laws.</i></p>	<p>24</p>
<p><b>12</b> <i>Deut 12–34</i></p>	<p>Athas, George.</p>	<p><b>SUBMISSION FOR YOUR SECOND DEVELOPMENT ACTIVITY, ON ESSAY STRUCTURE, IS DUE THIS WEEK.</b></p> <p><i>Deuteronomy: One Nation under God</i>. Reading the Bible Today Series. Sydney South: Aquila Press, 2016, pages 162–80, 301–310.</p> <p><i>As your essay gets closer, here is another fine example of how to move from the literary context to the canonical context to Christian fulfilment. Try answering the questions at the end of ch. 12.</i></p>	<p>27</p>
<p><b>13</b> <i>theology of the Pentateuch</i></p>	<p>Oswalt, John N.</p> <p>Timmer, Daniel C.</p>	<p>“Theology of the Pentateuch.” Pages 845–59 in <i>Dictionary of the Old Testament: Pentateuch</i>. Edited by T. Desmond Alexander and David W. Baker. Downers Grove, IL: Inter-Varsity Press, 2003.</p> <p>“The Old Testament as Part of a Two-Testament Witness to Christ.” Pages 95–108 in <i>Interpreting the Old Testament Theologically</i>. Edited by Andrew T. Abernethy. Grand Rapids: Zondervan, 2019.</p> <p><i>Here are two great readings to complete the unit and help you perfect your essay! The first explores the Pentateuch’s five most basic doctrines; the second lays out principles for finding Jesus in the Old Testament. You should try to apply its case study (Amos) to your chosen book.</i></p>	<p>14</p> <p>13</p>
<b>Total set reading</b>			<b>357 pages</b>

## REFERENCE BIBLIOGRAPHY

Describes the scope of the unit, not required reading

Author(s)	Title and Publisher
	<b>Commentaries (in canonical order)</b>
D. A. Carson et al., eds.	<i>New Bible Commentary: 21st Century Edition</i> . Leicester: Inter-Varsity Press, 1994.
Dumbrell, William J.	<i>The Faith of Israel: Its Expression in the Books of the Old Testament</i> . Leicester: Apollos, 1989.
Hamilton, Victor P.	<i>The Book of Genesis</i> . 2 vols. NICOT. Grand Rapids: Eerdmans, 1990, 1995.
Moberly, R. W. L.	<i>Genesis 12–50</i> . Old Testament Guides. Sheffield: JSOT Press, 1992.
Waltke, Bruce K., with Cathi J. Fredricks	<i>Genesis: A Commentary</i> . Grand Rapids, MI: Zondervan, 2001.
Wenham, Gordon J.	<i>Genesis 1–15 and Genesis 16–50</i> . WBC 1, 2. Waco: Word Books, 1987, 1994.
Bruckner, J. K.	<i>Exodus</i> . NIBC. Peabody, MA: Hendrickson, 2008.
Childs, Brevard S.	<i>The Book of Exodus: A Critical, Theological Commentary</i> . OTL. London: SCM, 1974.
Enns, Peter.	<i>Exodus</i> . NIVAC. Grand Rapids, MI: Zondervan, 2000.
Kiuchi, Nobuyoshi.	<i>Leviticus</i> . AOTC. Downers Grove: InterVarsity Press, 2007.
Wenham, Gordon J.	<i>The Book of Leviticus</i> . NICOT. Grand Rapids: Eerdmans, 1979.
Allen, Ronald B.	“Numbers”. Pages 23–455 in <i>The Expositor’s Bible Commentary: Numbers to Ruth</i> . Edited by Tremper Longman, III and David E. Garland. Revised ed. Grand Rapids: Zondervan, 2012.
Brown, Raymond.	<i>The Message of Numbers: Journey to the Promised Land</i> . BST. Leicester: IVP, 2002.
Olson, Dennis.	<i>Numbers</i> . Louisville: John Knox Press, 1996.
Pakula, Martin.	<i>Homeward Bound: Reading Numbers Today</i> . Sydney South, NSW: Aquila, 2006.
Wenham, Gordon J.	<i>Numbers</i> . Old Testament Guides. Sheffield: Sheffield Academic, 1997.
Athas, George.	<i>Deuteronomy: One Nation under God</i> . Reading the Bible Today Series. Sydney South: Aquila, 2016.
McConville, J. Gordon.	<i>Deuteronomy</i> . AOTC. Leicester: Apollos, 2002.
	<b>General volumes relevant to the entire Pentateuch</b>
Alexander, T. Desmond.	<i>From Paradise to the Promised Land: An introduction to the Pentateuch</i> . Third edition. Grand Rapids: Baker, 2012.
Alexander, T. Desmond and David W. Baker, eds.	<i>Dictionary of the Old Testament: Pentateuch</i> . Downers Grove, Ill.: Inter-Varsity Press, 2003.
Alexander, T. Desmond and Brian S. Rosner, eds.	<i>New Dictionary of Biblical Theology</i> . Leicester: Inter-Varsity Press, 2000
Carson, D. A. and G. K. Beale, eds.	<i>Commentary on the New Testament Use of the Old Testament</i> . Grand Rapids: Baker Academic, 2007.
Clines, David J. A.	<i>The Theme of the Pentateuch</i> . JSOTSup 10. Sheffield: JSOT, 1978.
Dempster, Stephen.	<i>Dominion and Dynasty: A Theology of the Hebrew Bible</i> . SBT. Leicester: Apollos, 2003.
Hill, A. E, and J. H. Walton.	<i>A Survey of the Old Testament</i> . Grand Rapids: Zondervan, 2009.
Ryken, Leland.	<i>Literary Introductions to the Books of the Bible</i> . Wheaton, IL: Crossway, 2015.

Wenham, Gordon J.	<i>Exploring the Old Testament. Volume One: A Guide to the Pentateuch</i> (Downers Grove, IL: InterVarsity Press, 2003).
	<b>Interpretive method; near Eastern context</b>
Bridge, Steven L.	<i>Getting the Old Testament: What it Meant to Them, What it Means for Us.</i> Peabody, MA: Hendrickson, 2009.
Currid, John, and David Barrett.	<i>ESV Bible Atlas.</i> Wheaton: Crossway, 2010.
Hays, Christopher B.	<i>Hidden riches: A Sourcebook for the Comparative Study of the Hebrew Bible and Ancient Near East.</i> Louisville, KY: Westminster John Knox, 2014.
Oswalt, John N.	<i>The Bible Among the Myths.</i> Grand Rapids: Zondervan, 2009.
	<b>Other works</b>
Allert, Craig D.	<i>Early Christian Readings of Genesis One: Patristic Exegesis and Literal Interpretation.</i> Downers Grove, IL: IVP, 2018.
Blackburn, W. Ross.	<i>The God who Makes himself Known: The Missionary Heart of the book of Exodus.</i> NSBT 28. Downers Grove: InterVarsity Press, 2012.
Blocher, Henri.	<i>In the Beginning: The Opening Chapters of Genesis.</i> Trans. D. G. Preston. Leicester: IVP, 1984.
Brown, Andrew J.	<i>The Days of Creation: A History of Christian Interpretation of Genesis 1:1–2:3.</i> Dorset: Deo, 2014.
Collins, C. John.	<i>Reading Genesis Well: Navigating History, Poetry, Science, and Truth in Genesis 1–11.</i> Grand Rapids, MI: Zondervan, 2018.
Firth, David G. and Philip S. Johnston, eds.	<i>Interpreting Deuteronomy: Issues and Approaches.</i> Nottingham: Apollos, 2012.
Hess, R.S., G. J. Wenham, and P. E. Satterwaite, eds.	<i>He Swore an Oath: Biblical Themes from Genesis 12–50.</i> Eugene, OR: Wipf & Stock, 1994.
Lennox, John C.	<i>Seven Days that Divide the World: The Beginning According to Genesis and Science.</i> Grand Rapids, MI: Zondervan, 2011.
Moberly, R. W. L.	<i>The Theology of the Book of Genesis.</i> Cambridge: CUP, 2009.
Morales, L. Michael.	<i>Who Shall Ascend the Mountain of the Lord?</i> NSBT 37. Leicester: Apollos, 2015.
Perrin, Nicholas.	<i>The Exodus Revealed: Israel's Journey from Slavery to the Promised Land.</i> New York: Faithwords, 2014.
Poythress, Vern S.	<i>Interpreting Eden: A Guide to Faithfully Reading and Understanding Genesis 1–3.</i> Wheaton, IL: Crossway, 2019.
Provan, Iain.	<i>Discovering Genesis: Content, Interpretation, Reception.</i> London: SPCK, 2015.
Rodríguez, Ángel Manuel.	"Leviticus 16: Its Literary Structure." <i>Andrews University Seminary Studies</i> 34.2 (1996): 269–86.
Rosner, B. S. and P.R. Williamson, eds.	<i>Exploring Exodus: Literary, Theological and Contemporary Approaches.</i> Nottingham: Inter-Varsity Press, 2008.
Walton, John H.	<i>The Lost World of Genesis One: Ancient Cosmology and the Origins Debate.</i> Downers Grove, IL: IVP Academic, 2009.

**Foundational knowledge quizzes**

A short multiple-choice quiz on each lecture. You must get all the questions right in each quiz. These assessments may be retaken as often as you like.

**Three biblical exposition activities, 500 words each**

1) In the first week of each task, you will be asked to submit a response to stimulus questions.

2) In the second week, you will then be asked to assess the submissions of 3 other students in the unit as assigned to you.

Each week will run from Monday to the following Sunday. The first week will be for submission and the second for assessment.

Students who don't submit on time will miss out on 70% of the mark and will not be able to receive feedback from others. Students who don't assess others' submissions on time will miss out on 30% of the mark.

**1. Genesis 7: First Exegetical workshop: literary artistry**

Read Genesis 6–9 carefully.

Read C. John Collins and Bruce Waltke (set readings for weeks 3 and 4), and jot down some thoughts on the following. Don't submit this; it's just to help you process what you have read:

- a. Taking the Flood as a "worldview story" (Collins, 134-38), what *questions* do you think it is written to answer?
- b. Note down some of the "rhetorical" or "theological" details of the narrative (words, images, etc.) which point to the narrative's theological *purpose*.
- c. Remembering the ancient Near Eastern context from Lecture 2 and its set reading (especially Atrahasis and Gilgamesh), what do you think the Flood Narrative is *affirming* over against the pagan worldview?

Now write your exegetical essay, on Genesis 7. Choose some of its imagery, language, and themes to discuss. Your answer should be between 450 and 500 words long.

1. What message do each these literary features communicate?
2. To what extent do the images, metaphors etc. add to the impact of the message?
3. Explain the message of the unit as a whole.
4. Finish with a concise response to one of Waltke's theological reflections.

**2. Exodus 25:1–22: Second Exegetical workshop: symbolism**

Read Webb (set reading for week 8), who will orient you to the larger context, purpose, and significance of your passage. As you read, jot down some thoughts on the following. Don't submit this; it's just to help you process what you have read:

- a. The *structure* of Exodus 25–40: what does this reveal about the tabernacle's significance?
- b. The *literary context* of Exodus 25–40: what is the tabernacle's significance in the story of the OT?
- c. The *symbolism* of Exodus 25–40: how should we interpret the countless small details?
- d. The *theology* of Exodus 25–40: what does it say about God, sin, and atonement?

Now write your exegetical essay, on Exodus 25:1–22. Focus on what you feel are the most significant details of the account. Your answer should be between 450 and 500 words long.

1. What do these details communicate about the nature and significance of the tabernacle itself?
2. What do the details symbolise about God, Israel, and their relationship?
3. How do the details symbolise truths about God, Israel, and their relationship?

**3. Leviticus: Third Exegetical workshop: preaching**

Read and make notes on Kiuchi's account of the symbolism and themes of Leviticus. Then listen to Woodhouse's sermon. Make notes and fill in your copy of the diagram he refers to during the sermon.

Now write your essay, which is an evaluation of the sermon. Your evaluation should be between 450 and 500 words long.



1. This was a thematic sermon which picked out verses from here and there. Comment on the strengths and weaknesses of this approach.
2. Evaluate Woodhouse's effectiveness at making sense of the book of Leviticus.
3. What steps did the sermon take in moving from what the text *meant* to its original readers, to what it *means* for Christian readers today?
4. How would you justify (or criticise) the way the sermon was applied to Christ and Christians?

### **Thematic Assignment: 500 words of development activities and a 1,500-word essay**

Choose one of the themes that has emerged from your set reading and discuss the way it is presented in **ONE** of the books of the Pentateuch. You don't need to cover the whole book; rather, choose some key texts where the theme is developed, and use them to illustrate its distinctive features. Don't just summarise articles that you have read. Go back to the texts you have identified as important for your theme, and study them with the help of a commentary. As you explain their meaning, make sure you consider their structure, their logical flow and their literary artistry. In an early paragraph consider ANE context if helpful; in your final paragraph, suggest how your results enrich understanding of Christ's person and work.

You might wish to choose one of the following themes or pick a different one of your own: creation, covenant, faith, history, redemption, law, grace, holiness, sin, election, divine presence.

*(1) Two development activities, 500 words in total*

#### *Essay Reading workshop*

The aim of this assessment is to help you explore an issue, gather the results of your reading, and prepare your response to your chosen thematic essay question.

#### *Essay Structure workshop*

This exercise helps you form an outline for your essay. You will submit a draft of your outline by responding to a few prompts in no more than 250 words.

*(2) Final Essay submission, 1,500 words*