

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	COURSE NAME: GENESIS OLDT CM31 XN
Date, Time, and Delivery Format	JANUARY 6 – 10, 2025 MONDAYS TO FRIDAY 9 AM – 4 PM IN-PERSON ONLY
Instructor	GRACE KO, PhD Email: gko@tyndale.ca
Class Information	The classes will be in-person from Monday to Friday from 9:00 AM – 4:00 PM. Students may participate in-person, office hours as posted below. Office Hours: by appointment only, email the instructor for an appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION 課程簡介

An overview of the message of *Genesis* with special emphases on the creation account, the 10 genealogies, the five extended narratives of Adam, Noah, Abraham, Jacob, and Joseph, the literary structure of the book, the research on authorship and redaction history, and the paradigm shift in Pentateuchal criticism.

綜覽《創世記》全書之信息，特別注重創造的記載，十份家譜，五段有關亞當、挪亞、亞伯拉罕、雅各和約瑟的長篇敘述，書卷的文學結構，作者與編修歷史的考據，並五經批判研究的方法演變。

II. LEARNING OUTCOMES 課程目的

By the end of the course, students will be able to 讀畢本科，學生可以

1. Demonstrate a knowledge of the structure of the book of Genesis and the key events within it
瞭解《創世記》的文學結構及其中記載的主要事件
2. Understand the book of Genesis in light of its ancient Near Eastern background
明白《創世記》所處的古近東文化背景
3. Identify the main themes of Genesis and trace them throughout the book
從全書中探索並明確指出其主旨
4. Interpret the book of Genesis effectively and faithfully, as well as appropriate its messages for today's use
忠於原著的解釋《創世記》，並將其信息有效的適用於現今世代

III. COURSE REQUIREMENTS

A. REQUIRED READING 必讀課本

Longman, Tremper, III. *How to Read Genesis*. Downers Grove: IVP, 2005.

(川普·朗文著；戴宜真譯《如何讀創世記》。台北：友友，2010。)

Ross, Allen P. *Creation and Blessing: A Guide to the Study and Exposition of Genesis*. Grand Rapids: Baker, 1997.

(艾倫羅斯著；孫以理、郭秀娟譯《創造與祝福：創世記註釋與信息》。台北：校園，2001。)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 推薦閱讀書目

Kidner, Derek. *Genesis*. Tyndale Old Testament Commentary. Leicester: IVP, 1967.

(柯德納著；劉良淑譯《丁道爾舊約聖經註釋：創世記》。台北：校園，1991。)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING 作業及評核

1. Genesis Outlines (5%each) 創世記大綱 20% Due: Jan 17; 24; 31; Feb 7, 2025

In order to familiarize the students to the events in Genesis, students are required to read and write the outline for the following sections in Genesis: chs 1-11; 12-25; 26-36; 37-50. When writing an outline to a certain section in Genesis, read the assigned chapters thoroughly in one setting. Demarcate the main sections and subsections (without reading any secondary sources: reference books, commentaries, etc.) by noticing the change of scenes, subject matters, characters, themes, and etc. Give descriptive title for each section. Cite verses for each section and use point form only. Each outline not to exceed 3 pages (font 12 single space).

為了要學生明瞭創世記的內容，學生必須閱讀創世記全書並寫下四段大綱：1-11 章; 12-25 章; 26-36 章; 37-50 章。在寫大綱之先，必須仔細讀遍所定經文 (但不可參考任何解經書)；然後以標題式寫出其大綱，並附以章節。例：約瑟餘下的日子及遺命 (創 50:22-26)。每大綱以不超過三頁紙為限。

2. Group Discussion (10% each) 小組討論二次 20%

During the course, there will be two in-class discussion times of approximately 45 minutes each. These discussions have five purposes:

在此課程裡，將有兩次約 45 分鐘的小組討論，目的如下

- To challenge students to develop their critical thinking skills 引發學生建立批判思維
- To enable students to improve their skills in developing and expressing theological arguments in a group context 增進學生在小組裡表達神學論點的技巧
- To empower students to foster ability in leading fellow students in discussion 加強學生領導他人發表意見的能力
- To have students take responsibility for their fellow students' education by mutually supporting one another 讓學生們互相支持並為對方的學習負責
- To encourage students to listen respectfully to views not their own 鼓勵學生以謙虛及尊重的態度去聆聽不同的意見

Discussion Group Schedule:

- **Jan 8, 2025** First Discussion Group 第一次小組討論 1月8日 10%

Read chapters 1-3 of Ross, *Creation and Blessing: A Guide to the Study and Exposition of Genesis*, as well as chapters 1-3 of Longman, *How to Read Genesis*, and be prepared to discuss: **Approaches and Themes of Genesis**

詳讀艾倫羅斯的課本《創造與祝福：創世記註釋與信息》第一到第三課，和川普·朗文的《如何讀創世記》第一到第三課，並討論題目：**創世記研究路向和主題**

- **Jan 10, 2025** Second Discussion Group 第二次小組討論 1月10日 10%

Read David A. Young, "Creationism, Evangelism, and Apologetics" in *Christianity and the Age of the Earth* (Grand Rapids: Zondervan, 1982) and be prepared to discuss: **Creation and Science**

詳讀David A. Young, "Creationism, Evangelism, and Apologetics" in *Christianity and the Age of the Earth* (Grand Rapids: Zondervan, 1982) 的文章並討論題目：**創造與科學**

小組討論指引

學生組員的任務：

- 每位組員都必須事先詳讀指定課文，並預備好一些問題及反思，以便在討論時參予。一些普遍性的問題如：此課文有甚麼是令你最感動/驚奇？有甚麼新見解/發現？你是否同意作者所說的(為甚麼同意/為甚麼不同意)？作者最強/最弱的立論是甚麼？每位組員都必須向全組坦誠說出是否讀完全部(或部份)課文(這會影響其分數)。
- 討論完畢，每位組員須衡量各成員的答案，並個別給予分數。然後把分數上載去 Moodle 給老師。(分數從零至十，十分為最高)。給分數的細則如下：
 - 如果同學的評論反映其對所讀的有深切瞭解，給予較高分數
 - 如果同學有適量的參予(不太多或太少)，給予較高分數
 - 如果某組員有超水準表現，可考慮給予8.5或更高的分數
 - 如果表現良好合宜的，可考慮給予7.8-8.4分
 - 如果某組員過分強抒己見，應該扣分
 - 如果某組員缺乏參予，應該扣分
 - 如果同學有參予，但所說的並非基於所讀的，應予扣分

- 同學們亦應考慮組員所發表的言論是否能促進對課文的瞭解,及使人更清楚明白所討論的題目; 如果不能, 應予扣分
- 如果某組員沒有完成所指定要讀的, 應該扣分
- 平均分應在6.8-8.4之間. 如果表現超乎理想, 可給予8.5或更高. 如果表現低劣, 可給予6.5或更低
- 所有分數都是保密的, 請於當天直接上載Moodle
- 請寫出你對此討論的意見, 如: 這樣的討論是否有助你的學習? 所讀的對討論題目是否有幫助? 如何改進討論等?

1月8日小組討論: 創世記研究路向和主題

問題提議 (請隨意加添)

- 艾倫羅斯在他的的課文裡提到甚麼創世記研究路向? 請描述這些路向. 有那些你認為最有用?
- 艾倫羅斯本人提出甚麼方法?
- 他的方法跟川普朗文所提出的有何相同/不同之處?
- 你認為那個方法較好? 為甚麼?
- 川普朗文認為誰是創世記的作者?
- 從這兩本書, 你可以找到創世記的主題嗎? 他們有何相同/不同之處?

1月10日小組討論: 創造與科學

問題提議 (組員請隨意加添)

- 作者認為甚麼才是令人質疑基督教教義的做法?
- 作者認為創世論者的錯誤在那裡?
- 作者認為我們應持甚麼態度看神在聖經及自然界裡的啟示?
- 你同意作者的論說嗎? 那方面最同意/不同意? 原因何在?
- 從我們課堂上的討論, 你認為應如何去解決創造與科學的存在矛盾?

3. Characterization of Joseph (25%, 4000 words) Due: Feb 21, 2025

約瑟的性格描述 (4000字為限) 21/2/2025 呈交

The purpose of this assignment is to help you develop a close-reading strategy on Hebrew narrative. Using the handout "Narrative Analysis of Biblical Texts: A Close

Reading Strategy” as a guide, write a paper on the characterization of Joseph in Genesis 37-50. In your paper, you should consider these questions: How does the character of Joseph develop during the course of the narrative? Illustrate your claims by using examples from the narrative. What are the prominent motifs in Joseph’s cycle? What roles do these motifs play in the narrative? How does chapter 38 relate to the Joseph’s cycle? What is/are the theological theme(s) of this narrative? How does this narrative fit within the larger context of the book of Genesis? Finally, what message can you appropriate from this narrative for the Christian church and for you personally? Be specific on the application. You may consult references for this assignment.

此習作訓練你仔細讀經的策略。學生以堂上講義為指引及可用其他參考書，從創37-50章的經文裡，寫一篇約瑟性格的描述。以下是一些你必須回答的問題：在整個敘述當中，作者如何描繪約瑟性格的發展？在約瑟的故事裡，有甚麼突出的主題 (motif)？這些主題的角色為何？第38章為何在此和如何與整體約瑟故事相聯？約瑟故事的主旨為何？此故事在整體創世記裡的角色為何？從此故事中你得到甚麼信息是可以應用在你的生命中及對今日教會的意義？(應用必須具體)

4. Promise Theology in Genesis (25%, 3000 words) Due: Mar 7, 2025

從創世記探索應許神學 (3000字為限) 7/3/2025呈交

Trace the theme of “promise” throughout the book of Genesis and discuss its implication for today. In your paper, you should compare and discuss the promise(s) that God gave to various patriarchs during different stages of their lives. Is there a development within God’s promise(s)? What is the theological significance of the “promise theology” for us today?

此習作讓你從創世記裡探索“應許”的主題並討論此主題對現今世代的重要。在文章裡，你必須討論及比較神給各列祖在他們生命中不同的階段中的應許；並注意神的應許的發展，及“應許神學”對我們的重要性。

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion Group: Jan 8 & 10, 10% each	20 %
Genesis Outlines: Jan 17,24,31, Feb 7, 10% each	20 %
Characterization of Joseph: Feb 21	30%
Promise Theology in Genesis: Mar 7	30%
Total	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

III. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page.

The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened. 請留意加神也會電郵另一課程評核, 請同學務必也做了。

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Jan 6 Introduction to Genesis

- Introduction to critical methodologies and their evaluation 簡介各種批判研究方法
- Genesis in ANE world 創世記在古近東的世界
- Structure of the book of Genesis: the function of *toledot* formula 創世記的結構
- Non-biblical creation accounts in Ancient Near East 古近東的創世記載
- Theological focus 從神學角度看創世記

Primeval History I: Gen 1:1-2:25

- Creation accounts in Genesis 創世記裡的創世記載
- Interpretive issues in Gen 1:1-3 創1:1-3的釋經難題
- Key theological themes 神學主題
 - Human as God's image bearer 甚麼是神的形像
 - Male & female He created them 男與女的神學思想

Jan 7 Primeval History II: Gen 3:1-11:26

- Fall: Temptation and failure → disruption and expulsion 試探與失敗及其後果
- Progression of Sin: From Cain to Lamech 罪的延伸: 從該隱至拉麥
- Adam and his line 亞當及他的後裔
- Flood Narrative: Myth or history? 洪水事件是神話或歷史?
- Theological issues
 - Who are the sons of God? 誰是神的兒子?
 - Does God ever regret? 神會後悔嗎?
 - Is God a violent God? 神以洪水毀滅世界, 是否過於殘忍?
- New Beginning: God's covenant with Noah 新的開始: 神與挪亞的約
- Table of nations 挪亞的後代
- Tower of Babel 巴別塔事件

- Theological themes 神學主題

Jan 8 Abraham Cycle (Gen 12-23)

- Call & Promise 12:1-3 呼召與應許
- Threat to the Promise 12:4-15:1 應許的威脅
- Promise Confirmed 15:1-21 應許得確認→立約
- Sarah and Hagar 16:1-16 撒拉與夏甲
- The Covenant 17:1-17 神與亞伯拉罕的約
- Sodom & Gomorrah 18-19 所多瑪與蛾摩拉
- Abraham & Abimelek 20:1-18 亞伯拉罕和亞比米勒
- Ishmael & Isaac 20-21 以實瑪利與以撒
- Sacrifice of Isaac 22 亞伯拉罕獻以撒
- Burial of Sarah 23 亞伯拉罕買地葬撒拉

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Jan 9 Isaac (Gen 24-26)

- Marriage of Isaac 24 以撒的婚姻
- Death of Abraham 25:1-18 亞伯拉罕之死
- Birth of Jacob & Esau 雅各及以掃的出生
- Isaac & Abimelek 以撒和亞比米勒

Jacob (Gen 27-36)

- Theft of Blessing 雅各盜取以掃的祝福
- Jacob's journey to Haran 雅各往哈蘭
- Jacob and Laban 雅各和拉班
- Jacob's wives and children 雅各的妻妾及兒女
- Jacob's flight from Haran 雅各逃離哈蘭
- Jacob's preparation to meet Esau 雅各預備見以掃
- The rape of Dinah and the massacre of Shechem 底拿遭辱及示劍城被屠
- Jacob's return to Bethel 雅各回到伯特利

Jan 10 Joseph (Gen 37-50)

- The Egyptian background on Joseph's narratives 約瑟故事裡的埃及背景
- Joseph's narratives and Egyptian "Tale of Two Brothers" 約瑟故事與埃及傳說
- The relationship between ch 38 and the Joseph Cycle 創38章與約瑟故事的關係

- Joseph in Egypt (39-41) 約瑟在埃及
- Joseph and his brothers reconciled (42-45) 約瑟和他的兄弟和解
- Jacob to Egypt (46-47) 雅各到埃及
- Jacobs's blessing and death (48-50:14) 雅各的祝福和死亡
- Epilogue (50:15-26) 結語
- 討論題目: 創造與科學

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Alexander, T. Desmond. "Genealogies, Seed and the Compositional Unity of Genesis." *Tyndale Bulletin* 44 (1993): 255-70.

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1981.
(奧爾特著, 黃愈軒、譚晴譯《聖經敘述文的藝術》香港: 天道 2005.)

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- Kaiser, Walter C. Jr. *The Old Testament Documents: Are They Reliable & Relevant?* Downers Grove: IVP, 2001.
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- Kitchen, K. A. "The Patriarchal Age: Myth or History?" *Biblical Archaeology Review* 21 (March/ April 1995): 48-95.
- LaSor, William Sanford, David A. Hubbard, and Frederic William Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2d ed. Grand Rapids: Eerdmans, 1996.
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- (艾倫羅斯著；孫以理、郭秀娟譯《創造與祝福：創世記註釋與信息》台北：校園, 2001.)
- Waltke, Bruce K., and Cathi J. Fredricks. *Genesis*. Grand Rapids: Zondervan, 2001.
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- _____. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids: Baker, 2000.
- _____. "The Coherence of the Flood Narrative." *VT* 28 (1978): 336-48.
- _____. "The Old Testament Attitude to Homosexuality." *Expository Times* 102 (1991): 359-63.
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Note: Minor changes may be made before the final syllabus at the start of the course