

*“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.”*

<b>Course</b>	<b>GENESIS</b> OLDT 0615
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 14 – DECEMBER 7, 2022 WEDNESDAYS 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>GRACE KO, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 6791 Email: <a href="mailto:gko@tyndale.ca">gko@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Wednesdays, 11:15 AM – 2:05 PM. NOTE: Minor changes may be made to this syllabus during the first week of classes.  Office Hours: I will be available for Zoom meetings each week. Please e-mail me with several potential times so that we can set up an appointment.  Please contact me via e-mail: <a href="mailto:gko@tyndale.ca">gko@tyndale.ca</a> . If e-mail is unavailable, please call 416-226-6620, ext. 6791. General questions about the course can also be sent to me at this address.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

A study of the Book of Genesis with special emphasis on the narrative of Hebrew literature, the unfolding of the divine promise of redemption, as well as a chapter-by-chapter examination of the text and its key exegetical issues. Attention will be given to the theological emphases of the book and its relevance in the contemporary world.

*PRE-REQUISITE:*

*Required: Biblical Interpretation (BIBL 0501)*

*Recommended: Old Testament History and Theology (OLDT 0511)*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Demonstrate knowledge of the structure of the book of Genesis and locate key events within it.
- Identify God's redemptive promises and covenants and trace them through the book.
- Demonstrate a basic knowledge of the poetics and stylistic conventions of Hebrew narrative, and their implications for biblical exegesis.
- Understand the book of Genesis in light of its ancient Near Eastern background
- Interpret the book of Genesis effectively and faithfully, as well as appropriate its messages for today's use

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

The following books are to be read in their entirety and will form a significant part of the discussion group sessions, class discussion and assignment:

Arnold, Bill T. [Genesis](#). NCBC. Cambridge: Cambridge University Press, 2009.

Longman, Tremper III. [How to Read Genesis](#). Downers Grove, IL: IVP Academic, 2005. (ISBN 0877849439)

Walton, John H., [The Lost World of Genesis One](#). Downers Grove, IL: IVP Academic, 2009. (ISBN9780801027505 or 0801027500)

Tyndale recommends [www.stepbible.org](http://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](#).

### B. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera

- Well-lit and quiet room
  - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
  - Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
  - A commitment to having the camera on to foster community building\*
- \*exceptions with permission from professor

### 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](http://classes.tyndale.ca).

### D. ASSIGNMENTS AND GRADING

#### 1. Discussion Groups (10%).

Discussion groups will take place two times during the semester of approximately 45 minutes each. These discussions have five purposes:

- To challenge students to develop their critical thinking skills
- To enable students to improve their skills in developing and expressing theological arguments in a group context
- To empower students to foster ability in leading fellow students in discussion
- To have students take responsibility for their fellow students' education by mutually supporting one another
- To encourage students to listen respectfully to views not their own

#### Discussion Group Schedules

- **Group #1; Sept 28 (week 3) 5%**  
Read G. Wenham, “Gen 1-11 and the Ancient Near East” and T. Longman III, How to read Genesis, chs 1-3, and be prepared to discuss: **Approaches and Themes of Genesis**
- **Group #2; Oct 12 (week 5) 5%**  
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**

Additional information regarding the details and the suggested questions for the discussion groups will be posted in the 'Discussion Groups Guidelines' on the course page.

**Please email the grades of your group members on the same day of the discussion to:**  
[assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca)

**2. Response to J. Walton, *The Lost World of Genesis One* (20%). Due Sat Oct 15 by 11:59 pm. Papers must be submitted in word document format to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca).**

In a **maximum of 6 pages (or 1500 words)**, present your response to Walton's *The Lost World of Genesis One*. The following questions may serve as a springboard for your reflections. However, you need not follow them slavishly, nor does your paper need to be structured around them.

To begin with, *in one paragraph*, state Walton's basic thesis.

Then go on to analyze the validity of his argumentation. How well does he defend his central thesis? Does the evidence he marshals in support of it really make his point? What aspects of his book did you find convincing or unconvincing? Which aspects were new or troublesome to you? Which aspects were helpful to you? If Walton is correct, how would this change the way you approach, interpret and teach Genesis 1?

Papers will be evaluated on the depth of their engagement and interaction with the core ideas of Walton's text. **DO NOT SIMPLY RE-STATE THE CONTENT OF WALTON'S BOOK.** Your paper should focus on your own responses to his ideas. This assignment may be done without recourse to any other sources. However, if desired, the student may refer to reviews of Walton's work from peer-reviewed, scholarly journals. Look up Walton's book in our WorldCat Catalogue, or in the ATLA database, and you can access scholarly reviews from there.

**3. Commentary Notations and Interaction (15%). Due Sat, Dec 3, 11:59 pm. See Commentary Notations Chart on Course page. Notations must be submitted in word document format to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca). Note: no late assignments will be accepted after this date.**

This assignment consists of reading a section in Genesis, and the corresponding section in Arnold's assigned for our weekly readings. Students will read the biblical passage indicated on each week's reading requirement for next class, then the corresponding pages in the textbook, then write a paragraph comparing the treatment of the section in textbook, stating the major points that stood out to you, where you agreed with Arnold, and where you held a different opinion, and why.

This assignment will be graded according to the “contract marking” method—the more sections that are completed, the higher the grade attained. Students will fill out the form found in the document “Gen615.Comn Notations 2022” in the Commentary Notation Instructions folder of the [Moodle](#) course page and submit it, along with their notations and interactions, to my teaching assistant, Simon Pan at [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca) by 11:59 p.m. *on the date indicated above. No late submissions will be accepted for this assignment.*

#### **4. Characterization of Joseph (25%, 2000 words) Due: Nov 5, 2022**

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.

Students are encouraged to use references and commentaries for this assignment.

#### **5. Promise Theology in Genesis (30%, 3000 words) Due: Nov 26, 2022**

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?

Students should consult references and commentaries for this paper.

#### **IMPORTANT REQUIREMENTS:**

- 1. Papers must be submitted in word document format to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca)**
- 2. Papers must be submitted in Chicago or SBL style NOT MLA, (aka author date, e.g. Chan, 2016, 45). Papers submitted in MLA or APA may be docked up to a full letter grade.**

For SBL style Collins, Billie Jean, Bob Buller, and John F. Kutsko, comps. *The SBL Handbook of Style*. Second Edition. Atlanta, GA: SBL, 2014 or the document “SBL Manual of Style” on the course page for this course. Please note especially pages 3-5.

For fuller details on correct citation formatting see also <http://libguides.tyndale.ca/citations>. Alternatively, 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, “How to Cite Sources in Theology”](#).

**3. Papers must use footnotes not endnotes and include a bibliography.** Papers submitted with endnotes as opposed to footnotes, and/or without a bibliography may be docked up to a full letter grade. See the further, important instructions in the document “Essays: Detailed Instructions” in the “Topical Essay Instructions” and/or “Exegetical Essay Instructions” folders on the course page.

## ESSAY MARKING STANDARDS

Assignments will be marked according to the following general principle: papers which satisfactorily meet the professor’s expectations will receive a B/75%. Grades above or below B will reflect the degree to which the student’s work manifests strengths or deficiencies relative to the satisfactory level. A step-by-step description of the essay-writing process can be found in the document “Tyndale Seminary Research and Writing Manual” on the mytyndale or [Moodle](#) page for this course. *It is virtually impossible to write a B-level (or higher) essay without a thorough knowledge of the material in this document.*

See the documents “Tyndale Grade Levels” and “Good Mark” in the “Grading: General Information” folder on the Course Page.

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

1. form and presentation (Note: correct footnote and bibliographic form must be used. Either SBL or Chicago style is acceptable, but not MLA/APA). See “Important Requirements” above.
2. number and quality of primary and secondary sources cited.
3. thoroughness of historical, grammatical, syntactical, exegetical and theological investigation.
4. logical and methodological accuracy and consistency.

5. use of such foundational tools including (where applicable): ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture and sociology; student's own exegetical interaction with the Hebrew text; specialized scholarly articles and studies, interaction with major commentaries.
6. quality and clarity of written English.

## **LATE PAPERS, EXTENSIONS AND DATE CHANGES**

### **Late Grading Policy; Absence from Discussion Groups.**

Late assignments are assessed at **2.0% per day**. It is far better to submit your work on time than to take a late penalty.

No late papers may be submitted after the end of exam week (Fri Dec 16). Extensions beyond this date **may only be given by the registrar**. See below.

Days are calculated from the 11:59 pm on the due date, including Sundays.

Extensions without penalty are granted **only** in exceptional circumstances. These include illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Requests for such extensions must be addressed to the professor in writing.

Extensions will NOT be granted for: personal or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading (except in cases of disability, registered with Tyndale's [Accessibility Services](#)), computer or printer problems (*make absolutely sure you back up your work on a daily basis!!!*).

Should you feel extenuating circumstances of a more personal nature apply in your case, please contact George Sweetman, Dean of Students ([gsweetman@tyndale.ca](mailto:gsweetman@tyndale.ca)).

Students seeking extensions or accommodations due special needs (such as learning disabilities, accommodations) should contact [Tyndale's Accessibility Services](#).

Absence without permission from Discussion Groups (see above) results in a zero for the session. Students may be excused from Discussion Groups for illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Excused absences will not be granted for mission trips, ministry responsibilities, personal travel, etc.

**Dead Date Policy:** According to the Tyndale Academic policy, no papers may be submitted later than the last day of exam week. **Any requests for extensions or submissions beyond this time must be made directly to the Registrar, Brenda Ho ([bho@tyndale.ca](mailto:bho@tyndale.ca)).** *The professor cannot accept any material after this date without special approval.*

## ATTENDANCE

Attendance at class is of vital importance for this course. In accordance with Tyndale Seminary policy, missing more than two classes without reasonable cause such as illness (a medical attestation is required), crisis, severe illness or death in the family, etc., may result in a reduction of the student's course grade. If a discussion group session is missed without excuse, the student will receive a zero for the session.

## E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion Groups (Sept 28, Oct 12)	10 %
Book Response: The Lost World of Gen 1 (Oct 15)	20 %
Commentary Notations and Interaction (Dec 3)	15%
Characterization of Joseph (Nov 5)	25%
Promise theology (Nov 26)	30 %
Total Grade	100 %

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### 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.



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.

**IMPORTANT NOTE: BEWARE OF “ACCIDENTAL PLAGIARISM.”**

**Accidental plagiarism occurs when students cut material from an online resource and then inadvertently paste it into their essays, without citation, or take notes from a source and insert them into their papers, without citation. Even though unintentional, this is *still an important infraction* of Tyndale’s academic honesty policy and will incur a penalty. *Before submitting their papers, students must be absolutely certain that no unattributed citations or quotations have slipped in.***

See also the video on Academic Integrity in the Student Resources tab on the course page (top, upper right).

### **Turnitin Text-Matching Software**

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student Guides](#) for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

**G.1** *Your essay must be your own work. Do not submit a series of paragraphs written by someone else and strung together (even if you footnote them).*

*Never* cut entire paragraphs out of books or articles and insert them into your text, even if they are footnoted. An essay is *not a series of long quotes strung together*. *Such essays will not receive a passing grade*. You must attempt to read and understand various resources, then attempt to collate, compare, contrast, and evaluate them. Attempting to do your best, even if it is a feeble first try, is far better than copying and failing the assignment and possibly the course.

More importantly *not doing your own work means losing the opportunity to learn new things by doing the assignment. Remember, essays are about you, as a student learner.* You do not have to provide the last word on complex subjects.

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](mailto:aa@tyndale.ca)) before proceeding. Similarly, attempting to gain a deeper understanding of Genesis 6-9 by placing a group of animals in a boat and sending them out on Lake Ontario *is highly discouraged*.

## **H. 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.

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**

### **Sept 14** Introduction to Genesis

- Introduction to critical methodologies and their evaluation
- Genesis in ANE world
- Structure of the book of Genesis: the function of *toledot* formula
- Non-biblical creation accounts in Ancient Near East
- Theological focus

### Required Readings and Assignments for Next Class

- a. Read Gen 1:1-2:25, Arnold pp.1-19, 27-52, **do Commentary Notations**
- b. Start preparing for first discussion group session
- c. Start reading Walton's book, response due on Oct 15

### **Sept 21** Primeval History I: Gen 1:1-2:25

- Creation accounts in Genesis
- Interpretive issues in Gen 1:1-3
- Key theological themes
  - Human as God's image bearer
  - Male & female He created them

### Required Readings and Assignments for Next Class

- a. Read Gen 3:1-5:32, Arnold pp. 52-88, **do Commentary Notations**
- b. Prepare for next week's discussion: Approaches and Themes of Genesis

### **Sept 28** Primeval History II: Gen 3-5

- Fall: Temptation and failure → disruption and expulsion
- Progression of Sin: From Cain to Lamech
- Adam and his line
- **Discussion Group 1: Approaches and Themes of Genesis**

### Required Readings and Assignments for Next Class

- a. Read Gen 6:1-9:29, Arnold pp. 88-113, **do Commentary Notations**
- b. Prepare for second discussion group session

### **Oct 5** Primeval History III: Gen 6-9

- Flood Narrative: Myth or history?
- Theological issues
  - Who are the sons of God?
  - Does God ever regret?
  - Is God a violent God?
- New Beginning: God's covenant with Noah

### Required Readings and Assignments for Next Class

- a. Read Gen 10:1-11:26, Arnold pp. 113-124, **do Commentary Notations**
- b. Prepare for next week's discussion: Creation and Science

### **Oct 12** Primeval History IV: Gen 10:1-11:26

- Table of nations
- Tower of Babel

- Theological themes
- **Discussion Group 2: Creation and Science**

Required Readings and Assignments for Next Class

- Read 11:27-17:27 Arnold pp. 125-174, **do Commentary Notations**
- Book response due Oct 15 on Walton, The Lost World of Genesis One**

**Oct 19** Abraham Cycle I (Gen 11:27-17:27)

- Call & Promise 12:1-3
- Threat to the Promise 12:4-15:1
- Promise Confirmed 15:1-21
- Sarah and Hagar 16:1-16
- The Covenant 17:1-27

Required Readings and Assignments for Next Class

- Read Gen 18-23, Arnold pp. 174-213, **do Commentary Notations**
- Start doing Characterization of Joseph

**Oct 25-28 Reading Days No Class**

**Nov 2** Abraham Cycle II (Gen 18-23)

- Sodom & Gomorrah 18-19
- Abraham & Abimelek 20:1-18
- Ishmael & Isaac 20-21
- Sacrifice of Isaac 22

Required Readings and Assignments for Next Class

- Read Gen 24-27, Arnold pp. 213-248, **do Commentary Notations**
- Characterization of Joseph due on Nov 5**

**Nov 9** Isaac (Gen 24-27)

- Marriage of Isaac 24
- Transmission of Promise
- Death of Abraham 25:1-18
- Birth of Jacob & Esau
- Isaac & Abimelek
- Theft of Blessing

Required Readings and Assignments for Next Class

- a. Read Gen 28-31, Arnold pp. 248-277, **do Commentary Notations**
- b. Start working on final paper: Promise Theology

**Nov 16** Jacob I (Gen 28-31)

- Jacob's journey to Haran
- Jacob and Laban
- Jacob's wives and children
- Jacob's flight from Haran

Required Readings and Assignments for Next Class

Read Gen 32-36, Arnold pp. 277-311, **do Commentary Notations**

**Nov 23** Jacob II (Gen 32-36)

- Jacob's preparation to meet Esau
- The rape of Dinah and the massacre of Shechem
- Jacob's return to Bethel
- Transmission of promise

Required Readings and Assignments for Next Week

- a. Read Gen 37-41, Arnold pp. 311-344, **do Commentary Notations**
- b. **Final paper Promise Theology due on Nov 26**

**Nov 30** Joseph I (Gen 37-41)

- The Egyptian background on Joseph's narratives
- Joseph's narratives and Egyptian "Tale of Two Brothers"
- The relationship between ch 38 and the Joseph Cycle
- Joseph in Egypt (39-41)

Required Readings and Assignments for Next Week

- a. Read 42-50, Arnold pp.344-389, **do Commentary Notations**
- b. **Commentary Notations due on Dec 3**

**Dec 7** Joseph II (Gen 42-50)

- Joseph and his brothers reconciled (42-45)
- Jacob to Egypt (46-47)
- Jacobs's blessing and death (48-50:14)
- Epilogue (50:15-26)
- The theology of Joseph's narratives within the larger context of the book of Genesis

**Please do the on-line Course Evaluation Survey**

## 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](#). See especially, <https://www.tyndale.ca/library/eresources/oxford-bibliographies-online> for a comprehensive, annotated bibliography of most important topics.)

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

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Baldwin, Joyce C. The Message of Genesis 12-50. The Bible Speaks Today. Downers Grove: IVP, 1990.

Bar-Efrat, Shimon. Narrative Art in the Bible. Translated by D. Shefer-Vanson. JSOT Sup 70. Sheffield: Almond Press, 1989.

Brueggemann, Walter. Genesis. Interpretation. Atlanta: John Knox Press, 1982.

Hamilton, Victor P. The Book of Genesis 1-17. NICOT. Grand Rapids: Eerdmans, 1990.

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Hartley, John E. Genesis. NIBCOT. Peabody: Hendrickson, 2000.

Hendel, Ronald S. "Finding Historical Memories in the Patriarchal Narratives." Biblical Archaeology Review 21 (July/ August 1995): 53-71.

Hess, Richard S. "The Roles of the Woman and the Man in Genesis 3." Themelios 18 (1993):15-19.

\_\_\_\_\_. "Equality With and Without Innocence: Genesis 1-3." In *Discovering Biblical Equality: Complementarity without Hierarchy*, 2d ed. Edited by Ronald W. Pierce, and Rebecca Merrill Groothuis, 79-95. Downers Grove: IVP, 2005.

Kaiser, Walter C. Jr. *The Old Testament Documents: Are They Reliable & Relevant?* Downers Grove: IVP, 2001.

Kidner, Derek. *Genesis: An Introduction and Commentary*. Downers Grove: IVP, 1967.

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.

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

\_\_\_\_\_. "Literary Approaches to Old Testament Study." In *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Edited by David W. Baker, and Bill T. Arnold. Grand Rapids: Baker, 1999.

Ross, Allen P. *Creation and Blessing: A Guide to the Study and Exposition of Genesis*. Grand Rapids: Baker, 1988.

Waltke, Bruce K., and Cathi J. Fredricks. *Genesis*. Grand Rapids: Zondervan, 2001.

Walton, John H., *The Lost World of Genesis One*. Downers Grove, IL: IVP Academic, 2009.

Wenham, Gordon J. *Genesis 1-15*. WBC. Waco: Word, 1987.

\_\_\_\_\_. *Genesis 16-50*. WBC. Waco: Word, 1994.

\_\_\_\_\_. *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.

Young, David A. "Creationism, Evangelism, and Apologetics." In *Christianity and the Age of the Earth*. Grand Rapids: Zondervan, 1982.

**Note:** Minor changes may be made before the final syllabus at the start of the course