

# 20T508—Genesis through Joshua

## *Spring 2012*

*Instructor:* Associate Professor Michael Glodo

*Office hours:* Mondays 10:00 a.m. - noon  
Tuesdays 1:00 - 3:00 p.m.  
Wednesdays 10:00 a.m.-noon  
Thursdays 8:00-10:00 a.m.

*During my published office hours I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am or Joyce will know.*

*Contact information:* Professor Glodo: [mglodo@rts.edu](mailto:mglodo@rts.edu), (407)366-9493, ext. 232  
Administrative Assistant Joyce Sisler :[jsisler@rts.edu](mailto:jsisler@rts.edu)), (407)366-9493, ext. 219  
Teaching assistant: Andrew Morton ([amorton@rts.edu](mailto:amorton@rts.edu))

*Communication:* I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t the messaging function in place of email.

Please make certain that my email address is on your “safe senders list” so that no course communications get routed to your junk mail folder.

*Class meeting:* Mondays, 1:00-4:00 p.m.

*Course web page:* [to be added when Self-Service permits]

### Course Description.

This course takes an expository approach to the major developments in the history of redemption: creation, covenant, promise, and fulfillment of the promises. This portion of the biblical revelation covers the period from Adam and Eve in the Garden of Eden to Israel in the Promised Land. (3 credit hours)

### Getting Acquainted Form.

Please download from the course web page the “Getting Acquainted Form,” complete it and return it to me right away.

### Course Objectives.

Students meeting the course objectives will have attained...

#### *Knowing.*

- A foundational knowledge of the content of Genesis-Joshua within their historical, cultural, literary and canonical context.

- An awareness of the fundamental issues in the history of Pentateuch criticism and their continuing relevance for life and ministry.
- Greater awareness of the nature and obligations of the kingdom of God.

*Being.*

- A heartfelt commitment to God’s lordship over all of creation.
- A sense of wonder at the scope and development of redemptive history, starting in Genesis.
- A love for God’s law.

*Doing.*

- Skills in analyzing passages within Genesis-Joshua according to their various contexts and particular sub-genres.
- Familiarity and basic competence with research sources for understanding Genesis-Joshua.

Course Requirements.

Short-form exegesis paper	40%	<i>Due 5:00 p.m., Friday, April 27</i>
Mid-term examination	30	<i>March 19</i>
Final examination	<u>30</u>	<i>May 14</i>
Total	<u>100%</u>	

*Assigned Reading.* The following textbook materials are to be read during the course.

The Bible from Genesis through Joshua.  
 Longman III, Tremper and Raymond B. Dillard. *An Introduction to the Old Testament, 2<sup>nd</sup> ed.* Grand Rapids: Zondervan, 1994/2006. pp. 13-132. ISBN-13: 978-0310263418

Poythress, Vern S. *The Shadow of Christ in the Law of Moses.* Phillipsburg, NJ: Presbyterian and Reformed Publishing Co., 1991. Pp. 3-153, 311-361. ISBN-13: 978-0875523750

Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel, 2<sup>nd</sup> ed.* Grand Rapids: BakerAcademic, 2008. pp. 19-159. ISBN-13: 978-0875524184

Robertson, O. Palmer. *The Christ of the Covenants.* Phillipsburg, NJ: Presbyterian and Reformed Publishing Co., 1980. pp. 3-228, 271-300. ISBN-13: 978-0875524184

In addition, the following assigned reading materials will be provided on the course web page, the library reserve shelf and/or hard copy in class:

Glodo, Michael J. Glodo. "Covenant Sign and Seal (Genesis 17)." Unpublished paper.

Pratt Jr., Richard L. *He Gave Us Stories: The Bible Student’s Guide to Interpreting Old Testament Narratives.* Brentwood, TN: Wolgemuth and Hyatt, 1990. pp. 279-90.

The course schedule indicates for which weeks particular readings are assigned. This reading is to be completed by class on the day assigned. While the lecture pace may vary slightly from the schedule, you should keep pace with the readings as assigned. All assigned reading will be available in the reserve reading section of the Library or on the course web page.

*Examinations.* The mid-term and final examinations will be closed book (no notes or Bible) exams consisting of a variety of objective (multiple choice, matching) shorter answer and essay questions. All assigned reading and lecture material covered as well as the Bible book outlines in this syllabus will be subject to examination.

*Short Form Exegesis Paper.* Students will write a 10-12 page paper (double-spaced) on an assigned passage from the biblical books covered in the class. This assignment is designed to be a first experience in writing an exegetical paper. It will serve as a useful process for those who are not preparing for a ministry of preaching or teaching and it will provide a useful foundation for a more developed exegetical approach for those who are. The process will be covered in detail in class with examples. This paper is due Friday, April 27 at 5:00 p.m. Please note the following guidelines for submitting your paper.

- Your paper should be submitted to me as an email attachment sent to [mglodo@rts.edu](mailto:mglodo@rts.edu).
- The file format should be in Microsoft Word or Rich Text Format.
- The file name should be in the following format using "Smith" in the place of your last name: GenJoshPaperSmith
- The subject line of the email should be "GenJosh Paper."
- If you want a receipt acknowledgement, set your email settings to provide you an automatic receipt. I will not acknowledge receipt.

The final paper writing will be facilitated by the submission of three short written assignments due throughout the semester, the content of which will be part of your final paper.

The three short assignments are to be submitted in hard copy at the beginning of class on the dates due.

*Course Materials and Lecture Outlines.* All course materials and lecture outlines will be available by download from the course web page. When new materials have been uploaded you will be notified by email. Printed handouts will not be provided in class. It is very important to keep your email address current in the Self-Service system.

#### Computers and other electronic devices in class.

While I permit use of computers and wi-fi during class it is with the requirement that you use them only for class purposes unless urgent personal and professional obligations require limited, discreet use. This requirement involves the following considerations:

Capturing information is not the same thing as learning. Learning requires comprehending, evaluating and processing class lectures and discussions. The kinesthetics of handwriting, while not able to capture the same amount of data as typing, enhance critical listening skills. If you choose to type your notes, don't stop listening.

Use of the internet for looking up references, verifying information, obtaining bibliographic information, etc. are legitimate and helpful uses of the wi-fi under this policy.

Uses that don't respect this policy hinder you. They keep you from developing sustained attention, an extremely important ability that is degraded by multitasking and distractions.

Uses that don't respect this policy cause your classmates to stumble. They distract your neighbor, including the one who is struggling mightily to focus and resist distraction himself or herself. They wound the conscience of your neighbor to see you not respecting the requirement. They indicate to your neighbor that you are either not able or not willing to respect the requirement.

### Note Taking.

Taking notes is not the same thing as capturing information. While it can be good to take a lot of notes, be sure not to stop listening while you write/type. Knowledge, in contrast to information, involves understanding the relationships between bits of information. Critical listening requires you to understand the prioritization and connections of what you read or hear.

Conversely, the outlines I provide of greater or lesser detail in no way represent all of the information and knowledge necessary to succeed in this course. When a student comes to see me because he or she did not do as well as he or she wished on an exam, I first ask to see his or her class notes. If you have difficulty taking good notes, find a classmate who is good at it and ask him or her to share those notes with you.

Bible Book Outlines.

The following outlines of the books Genesis through Joshua should be memorized for the exams as indicated in the course schedule, including the highlights indicated by bullet points (●). Chapter numbers will be included in the material examined. Outlines for Genesis, Exodus and Leviticus will be covered on the mid-term exam. Outlines for Number, Deuteronomy and Joshua will be covered on the final exam. Your memorization will be tested by fill-in-the-blank questions.

*Genesis.*

- I. The primeval history (1-11).
  - Creation (1-2).
  - The fall of man (3).
  - The flood (6-10).
  - Tower of Babel (11).
- II. The patriarchal history (12-36).
  - The promise to Abraham (12).
  - The cutting of the Abrahamic covenant (15).
  - Circumcision (17).
- III. Joseph and the migration to Egypt (37-50).
  - Jacob's blessings and death (49).

*Exodus.*

- I. Israel in Egypt (1 -11).
  - The plagues (7-11).
- II. Exodus to Sinai (12-18).
  - The Passover (12)
  - Crossing the Red Sea (14)
  - The Song of Miriam & Moses (15)
- III. Covenant and law (19-31).
  - The ten commandments (20).
  - Instructions for the Tabernacle (25-31).
- IV. Rebellion and renewal (32-40).
  - The golden calf and Moses' intercession (32-33).
  - Consecration of the Tent of Meeting (40).

*Leviticus.*

- I. Laws on sacrifice (1-7).
- II. Institution of the priesthood (8-10).
- III. Uncleaness and its treatment (11-16).
  - The Day of Atonement (16).
- IV. Prescriptions for practical holiness (17-27).

*Numbers.*

- I. The people of God prepare to enter the promised land (1-9).
- II. From Sinai to Kadesh (10-12).
- III. Forty years near Kadesh (13-19).
  - The rebellion of the spies (13-14).
- IV. From Kadesh to the plains of Moab (20-21).
- V. Israel in the plains of Moab (22-36).
  - Balaam and Balak (22-24).

*Deuteronomy.*

- I. Preamble: covenant mediator (1).
- II. Historical prologue: covenant history (1-4).
- III. Stipulations: covenant life (5-26).
  - The ten commandments (5).
  - The *shema* (6).
- IV. Sanctions: covenant ratification (27-30).
- V. Dynastic disposition: covenant continuity (31-34).

*Joshua.*

- I. The promised land conquered (1-12).
  - Jericho taken and cursed; Rahab spared (6).
- II. The promised land distributed (13-22).
- III. The promised land to be kept in covenant obedience (23-24).

Course Schedule (Lecture topics may vary).

<u>Date</u>	<u>Lecture Topic (subject to change)</u>	<u>Assignment Due</u>
2/13	Overview, the relevance of the Old Testament, interpretive issues.	
2/20	Authorship, history & historiography, biblical theology, Genesis.	Genesis 1-11 & Genesis outline D & L 13-37. Pratt 279-86. Merrill 19-72.
2/27	Genesis (cont'd.).	Genesis 12-50. D & L 38-62. Robertson 3-166. <i>Exegesis paper step 1 due</i>
3/5	Genesis (cont'd.).	Glodo, "Covenant Sign & Seal." Merrill 73-109. Exodus 1-20 & Exodus outline
3/12	Exodus.	Exodus 21-40 D & L 63-80. Robertson 167-199. <i>Exegesis paper step 2 due</i>
3/19	<b>Mid-term examination</b>	
3/26	<i>Spring break – no class</i>	
4/2	Exodus (cont'd.).	Poythress 3-40; 41-68; 75-118.
4/9	Leviticus.	Leviticus reading & outline D & L 81-91. <i>Exegesis paper step 3 due</i>
4/16	Numbers.	Pratt 286-90. Poythress 119-53. Robertson 201-227; 271-300. Numbers reading & outline D & L 92-101.
4/23	Deuteronomy.	Deuteronomy reading & outline D & L 102-119. Poythress 69-74. <b><i>Term paper due Friday, April 27 at 5:00 p.m.</i></b>
4/30	Joshua.	Joshua reading & outline Merrill 110-159. D&L 120-32.
5/7	Special issues: dispensationalism, theonomy and Old Testament ethics, interpreting Biblical law.	Poythress 241-86, 311-61.
5/14	<b>Final examination</b>	



Bibliography.*Hermeneutics/Exegesis:*

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- . *Scripture and Truth*. Grand Rapids: Zondervan, 1983.
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- . *Has the Church Misread the Bible?* Grand Rapids: Zondervan, 1987.
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#### *Commentaries & Studies.*

##### *Commentary Sets.*

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- Calvin, John. *Calvin's Commentaries*. Grand Rapids: Eerdmans, repr. 1984. Total 22 vols. Outstanding for homiletical use and theological insights.
- Gaebelein, Frank E. ed. *Expositor's Bible Commentary*. Grand Rapids: Zondervan. OT 6 vols., total 12 vols. Based on the NIV text, represent good technical coverage in a limited number of volumes.
- Harrison, R.K., ed. *New International Commentary on the Old Testament*. Grand Rapids: Eerdmans. Presently 9 vols. For the few volumes available, these represent excellent scholarly contributions from theologically-trustworthy contributors.
- Hubbard, David A. and Glenn W. Barker, eds. *Word Biblical Commentary*. Waco, TX: Word. OT 32+ vols., total 54+ vols. Though moderately higher critical for the most part, there are some good evangelical contributors. The entire series is very valuable as a recent work which engages in detailed Hebrew observations and usually very thorough from a scholarly perspective.
- JPS Torah. Excellent scholarly work on the Pentateuch from Jewish scholars published by the Jewish Publication Society.
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*Joshua.*

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*Revelation.*

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**REFORMED THEOLOGICAL SEMINARY**  
 SYSTEM

### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: 20T508 (Genesis-Joshua)

Professor: Michael J. Glodo

Campus: Orlando

Date: Spring 2012

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	In addition to written examinations over lectures and reading, students must write exegetical paper articulation both the method presented and the content of the scripture passage assigned.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Exegetical method is both presented for writing the assigned paper as well as model in the lectures.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Relevant portions of Confession and catechisms inserted into handouts; biblical theological method integrated throughout with system of doctrine taught in Westminster standards.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Course material is presented with conviction; biblical materials expounded as norm for the Christian life; supported by examples of application to the Christian life.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Course material expounded from a world and life perspective, particularly Genesis 1-11 and the Old Testament law as the foundation for a worldview.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in	Strong	Alternative viewpoints within Reformed parameters as well as those selectively outside of it are acknowledge and explained charitably.

	a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)		
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	<b>Strong</b>	Biblical content provides corpus for preaching; application provided regularly to model application in preaching.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	<b>Moderate</b>	Portions of Exodus, the book of Leviticus and the Law in general provide models and norms for Christian worship.
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	<b>Moderate</b>	Example of Moses elaborated at length as paradigm for biblical pastor. God's global purposes provide the framework for understanding Christian identity and God's outlook on the nations.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	<b>Moderate</b>	Worldview construct based on Genesis 1-11 provides basis for addressing church/world issues in the contemporary world.