

# OTST566 READINGS IN THE PENTATEUCH: GENESIS

*Fall Semester 2019*

*Instructor: Enrique Baez, Ph.D.*

# Andrews University

## OTST566 READINGS IN THE PENTATEUCH: GENESIS FALL SEMESTER 2019

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### INFORMACION GENERAL DE LA CLASE

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Class acronym: OTST570  
Class name: Readings in the Pentateuch: Genesis  
Semester & year: Fall Semester 2019  
Class location: Lake Union  
Class time/day: 6:00-9:00 p.m., Sunday; 8-12am; 1-6 pm., Mon-Thurs (October, 27-31)  
Credits offered: 3

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### INSTRUCTOR CONTACT DETAILS

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Instructor: Enrique Báez, PhD  
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### BULLETIN CLASS DISCRIPTION

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OTST570 Readings in the Old Testament covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min. students and others who have not taken Hebrew.

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## OBJECTIVOS DE LA CLASE

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### The primary objectives of this class are to:

- Recognize valid hermeneutical principles for the interpretation of Genesis.
- Discuss the major motifs found in the book of Genesis and the way in which they contribute to the overall message and flow of the book.
- Understand the significance of Genesis for the interpretation of the New Testament, for individual believers, and for the church.
- Delineate, critique and summarize the critical theories associated with the book of Genesis.

### Secondary objectives include:

- Ability to preach the messages of Genesis in evangelistic and church settings in a manner that is hermeneutically and exegetically sound and that draws people to recognize the need to turn toward God in faith and repentance.

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## TEXTBOOKS AND RECOMMENDED READINGS

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### Required Reading:

1. Doukhan, Jacques. *Genesis*. Seventh-Day Adventist International Bible Commentary. Pacific Press, 2016. Pueden conseguirlo en el ABC.
2. Nathan MacDonald, Mark W. Elliott, and Grant Macaskill, ed. *Genesis and Christian Theology*. Grand Rapids, MI; Eerdmans Publishing Company, 2012. Pueden conseguirlo en Logos, pidan el descuento académico por ser un libro de texto requerido.
3. C. John Collins. *Reading Genesis Well: Navigating History, Poetry, Science, and Truth in Genesis 1-11*. Grand Rapids, MI: Zondervan, 2108. Pueden conseguirlo en Logos, pidan el descuento académico por ser un libro de texto requerido

### Recommended Readings:

1. Atkinson, David. *Génesis 1-11: Los albores de la creación*. Barcelona, España: Publicaciones Andamio, 2010.
2. Baldwin, Joyce. *Génesis 12-50: De Abraham a José*. Barcelona, España: Publicaciones Andamio, 2011.
3. Brueggemann, W. *Genesis*. Interpretation. Atlanta: John Knox, 1982.
4. Brueggemann, Walter, Terence E. Fretheim, and Leander E. Keck. *The New Interpreter's Bible: Genesis to Leviticus* (Volume 1). Nashville: Abingdon Press, 2005.
5. Cassuto, U. *Commentary on Genesis*. 2 vols. Jerusalem: Magnes, 1964.

6. Cassuto, U. *The Documentary Hypothesis and the Composition of the Pentateuch*. New York : Shalem Press, 2006.
7. Coats, G. W. *Genesis with an Introduction to Narrative Literature*. FOTL 1. Grand Rapids: Eerdmans, 1983.
8. Cotter, David W. *Genesis*. Berith Olam Series. Collegeville, MN: Liturgical Press, 2003.
9. Fokkelman, J. P. *Narrative Art in Genesis*. Studia Semitica Neerlandica 17; Assen/van Gorcum, 1975.
10. Garrett, D. A. *Rethinking Genesis*. Grand Rapids: Baker Book House, 1991.
11. Hamilton, V. P. *The Book of Genesis: Chapters 1-17*. NICOT. Grand Rapids: Eerdmans, 1990.
12. \_\_\_\_\_. *The Book of Genesis: Chapters 18-50*. NICOT. Grand Rapids: Eerdmans, 1995.
13. Hartley, J. E. *Genesis*. NIBCOT. Peabody, MA/Carlisle: Hendrickson/ Paternoster Press, 2000.
14. Kikawada, I. and A. Quinn. *Before Abraham Was: The Unity of Genesis 1-11*. Nashville: Abingdon, 1985.
15. Mathews, K. A. *Genesis 1-11:26*. NAC 1A. Nashville: Broadman & Holman, 1995.
16. Rad, G. von, *Genesis*. OTL. London: SCM, 1961.
17. Ross, A. P. *Creation and Blessing. A Guide to the Study and Exposition of Genesis*. Grand Rapids: Baker Book House, 1988.
18. Sarna, N. M. *Genesis*. The JPS Torah Commentary; New York: Jewish Publication Society, 1989.
19. Speiser, E. A. *Genesis*. AB 1. Garden City: Doubleday, 1964.
20. Turner, L. A. *Genesis*. Readings, A New Biblical Commentary. Sheffield: Sheffield Academic Press, 2000.
21. Turner, L. A. *Announcement of Plot in Genesis*. Sheffield: JSOT Press, 1990.
22. Wenham, G. *Genesis 1-15*. WBC 1. Waco: Word, 1987.
23. \_\_\_\_\_. *Genesis 16-50*. WBC 2. Dallas: Word, 1994.
24. Westermann, C. *Genesis 1-11. A Commentary*. Trans. John Scullion; London/Minneapolis: SPCK/Augsburg, 1984.
25. \_\_\_\_\_. *Genesis 12-36. A Commentary*. Trans. John Scullion; London/Minneapolis: SPCK/Augsburg, 1985.

26. \_\_\_\_\_. *Genesis 37-50. A Commentary*. Trans. John Scullion; London/Minneapolis: SPCK/Augsburg, 1987.

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## GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

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### Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures and guided studies (45 hrs.), reading and other written assignments:

- Pre Intensive Assignments: 35 hours (Due first day of class)
- Class Lectures—Blended learning: 45 hours
- Post Intensive Project Report: 55 hours (Due 172 days after first day of class)
- **Total: 135 hours**

### Criteria for Grades

- **Pre-Intensive Reading Report-30 Points**
  - *Reporte de Lectura*—600 páginas (30 horas mínimas) de los libros de textos requeridos. Cada estudiante debe someter un reporte de lectura indicando la cantidad de paginas leídas y la horas empleadas en la lectura. El informe deberá ser enviado electrónicamente al correo electrónico del profesor como un documento MSWord el primer día de clase.
  - *Sanciones por entregar asignaciones tarde*. Toda la lectura requerida debe entregarse el primer día de clase. Entregas tardías serán penalizadas con una deducción de 5 puntos por cada día de retraso.
  - Leer el libro de Genesis en cualquier versión en español.

**Lectura requerida.** Estudiar los siguientes libros:

- a. Doukhan, Jacques. *Genesis*. Seventh-Day Adventist International Bible Commentary. **Leer las páginas 1-288**. Entregar un reporte de lectura de 1-3 páginas. **Fecha de entrega: Octubre 27, 2019**.
- b. Nathan MacDonald, Mark W. Elliott, and Grant Macaskill, ed. *Genesis and Christian Theology*. **Leer 150 páginas**.
- c. C. John Collins. *Reading Genesis Well: Navigating History, Poetry, Science, and Truth in Genesis 1-11*. **Leer 150 páginas**.

Entregar un informe de lectura de los demás libros de texto. **Fecha de entrega: Enero 27, 2020**.

- **During the intensive- students presentation-30 Points**
  - a. **Presentaciones**. Cada estudiante hará una corta presentación durante el intensivo de clases basado en el tópico seleccionado de su monografía o seminario. **Las presentaciones serán el jueves 31, Octubre 2019**.
  - b. La reglamentación académica requiere asistencia y puntualidad en la clase.

• **Post Intensive Project Report-40 Points**

- Cada estudiante preparará un seminario o monografía de 12-15 páginas en uno de los capítulos del libro de lo Doce no tratados en clase. **La fecha límite para entregar la monografía será Enero 27, 2020.** This project is due 90 days after the first day of class—January 27, 2020. The project will be graded based on the Project Rubric at the end of this document.
- The final project paper must be submitted electronically in a MSWord document following the Andrews University Standards for Written Work. Available at the following site: <http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>.
- This final assignment is due on January 27, 2020, before midnight.
- Late submission of this assignment is penalized with a 10-point deduction.

<b>Assessment Summary</b>	<b>Points</b>
Pre-Intensive Requirements	30
During-Intensive Requirements	30
Post-Intensive Requirements	40
• Total:	100 Points

**Passing Grades**

Passing grades should be C or above, based on the following percentages:

A	=	95- 100%	B-	=	80-82%	D+	=	67-69%
A-	=	90 - 94%	C+	=	77-79%	D	=	60-66%
B+	=	87- 89%	C	=	73-76%	F	=	Less than 60%
B	=	83- 86%	C-	=	70-72%			

**Assignment Submission and Penalties**

- Pre intensive—Due first day of class (5 points deduction)
- Report on selected topic/project— Due last day of class
- Post-Intensive project (See explanation of deductions under “Due Date” in the “Topics and Assignments” Table).

**Class policies**

**Attendance**

Attendance record is taken each day. University policy requires that students attend class. Three tardies equals one absence. Missing more than 10% of class is grounds for failure in the course. Excused absences are for illness. When you are sick send an email to the professor indicating that you are unable to attend class due to sickness.

### Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2018, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation.”

*Andrews University Bulletin 2018, page 30*

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### PROGRAMA TENTATIVO DE CLASES Y ASIGNACIONES

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Month	Day	Class Topic	Assignments Due Dates
<b>October 2019</b>	27	Registration, syllabus review, and course introduction	<i>Reading report— <b>Book Review</b> (Jacques Doukhan, <i>Genesis</i>)</i>
	28	Relevancia e importancia del libro de Génesis. Estructura y Teología de Génesis	
	29	Genesis 1-3	
	30	Génesis 4-9	
	31	Genesis 12-22	<i>Student presentations before peers. Power Point presentations will be share with peers (SLO 2)</i>
<b>January 2020</b>	<b>27</b>		<b>Final project is due today (Jan 27).</b> Email an electronic MSW document before midnight to: <a href="mailto:baezgarc@andrews.edu">baezgarc@andrews.edu</a>

<b>February 2020</b>	<b>27</b>		Late assignments receive no more than a <b>B</b> by midnight on this day ( <b>Feb 27</b> ).
<b>March 2020</b>	<b>30</b>		Late assignments receive no more than a <b>C</b> by midnight this day ( <b>March 30</b> ).
<b>April 2020</b>	<b>22</b>		<i>172 days from the first day of class</i> , Students who have not completed all intensive requirements by <b>April 22, 2020</b> will receive an <b>F</b> and will need to repeat the class.



### Rubric for Assessing Project Plans

Student \_\_\_\_\_

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
<b>Title Page</b>	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW).	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 of the 7 components	Misses more than 3 components	
<b>Introduction</b>	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describes and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
<b>Organization</b>	Report provides a table of contents, and is organized using different	Table of contents and subheading levels follow AUSWW Standards.	Paper provides a table of contents and is organized using different subheading	Paper provides first level headings but headings do not clearly	Does not provide a table of contents and is not divided under headings and subheadings.	

	subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications Stated in the syllabus	Subtitles reflect upon the subject but wording need can be improved.	level. However, do not follow AU standards of written work	reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not follow organizational specifications stated in the syllabus and AUSWW	
<b>Format/Style</b>	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
<b>Conclusion</b>	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

<b>Analysis</b>	Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.	Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.	Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.	Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.	Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.
<b>Communication and Language</b>	Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.	Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.	Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.	Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.	Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.
<b>Conclusion</b>	Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.	Your conclusion is persuasive. It is evidence based and your inference is sound.	Your conclusion may have some merit but some of your evidence is weak or inference is questionable.	Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.	Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.
<b>Referencing/ Bibliography</b>	Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted	Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.	Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.	Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.	Does not adhere to SBL Style or Andrews University Standards for Written work.

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## INSTRUCTOR PROFILE

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Enrique Baez was born in the Dominican Republic and is an ordained minister of the SDA Church. He has earned a BA in Theology from Dominican Adventist University, an MBA in Leadership from Montemorelos University, and a Master of Arts in Religion with concentration in Old Testament Exegesis and Systematic Theology, and a Ph.D in OT Exegesis from the SDA Theological Seminary at Andrews University. He has also studied Biblical and Modern Hebrew at the Hebrew University in Jerusalem and participated in archaeological excavations in Jordan. He is the recipient of a doctoral scholarship from the Hispanic Theological Initiative, Princeton, NJ. Enrique has authored a number of articles, and he is one of the contributors for *The Lexham Bible Dictionary* and *The Archaeological Bible* (Editorial Zafeliz, forthcoming). He also wrote for the new *Seventh-Day Adventist International Bible Commentary* on Malachi 2:17-4:6 (Pacific Press, forthcoming). Enrique is married to Raquel Rodriguez, DMin, and they have been blessed with three beautiful children: twin boys Erick and Eddy (18) and Rachel (16).

