Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Alex Varughese, Ph.D. 
Email: alex.varughese@mvnu.edu 
Office: (740) 397-9000 ext. 3603
Office Hours: by appointment

Catalog Description
A study of the Book of Genesis, giving attention to literary analysis, Ancient Near Eastern Historical Backgrounds, and major theological concepts, noting especially the significance of the narrative forms of their presentation.

Course Narrative & Rationale
The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as foundational, informing all the life of the church. By virtue of its position as the first book of the canon of both the Jewish and the Christian faiths, Genesis holds a special place of importance.
The Book of Genesis, explicitly or implicitly, gives expressions to all the great themes of the Bible. Genesis offers a theological explanation of the beginning of the created order on this earth, including God’s creation intention for intimate fellowship with human beings, the root cause of all relational disruptions, and the beginning of God’s redemptive action to restore creation to its intended integrity of relationships. Genesis also traces the beginning of the family/nation through whom God worked to accomplish God’s redemptive purposes.

The Book of Genesis offers to its readers a rich source of preaching and teaching materials. The narratives in this book portray human characters at their best and their worst. More importantly, the Genesis narratives reveal to us the God who lovingly created us, and who is committed to sustain us with his faithful and gracious presence with us, even in the midst of our broken and disrupted relationship with him.

**Degree Objectives (M.Div)**

Articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments, exhibited in the following outcomes; the student will:

- a. Identify the basic storyline of Scripture
- b. Use scholarly methods for understanding Scripture
- c. Identify key theological themes as they arise from Scripture
- d. Identify and relate literary and theological emphases of Scripture
- e. Understand the formative power of Scripture in shaping corporate and personal Christian life
- f. Appropriate Scripture to personal and corporate life both in and beyond the Church

**Course Outcomes**

As a result of this course the student should be able to:

1. Describe the structure and flow of the book of Genesis (Assignments 2, 3)
2. Describe the major people, places, and events of the book of Genesis (Assignments 2, 3)
3. Identify how the basic literary forms are used to communicate the message of Genesis (Assignment 3)
4. Identify the major theological themes of the book of Genesis and discuss them in relation to the life and thought of the people of God and in relation to the mission of God (Assignments 3, 4, 7, 8)
5. Identify the major scholarly positions regarding authorship, provenance, dating, occasion, and audience of the book (Assignments 3, 5)
6. Integrate historical, cultural, literary, and theological analysis of Genesis in an exegesis paper (Assignment 9)
7. Apply a text from Genesis for use in a ministry context (Assignment 10)
Church of the Nazarene COSAC Competencies

Due to the nature of this course and the nature of the COSAC Competencies, none will be realized completely by this course, but the following will be enhanced by full participation in the course.

CN 2 Ability to identify the books of the OT by genre (Assignments 2,3)
CN 4 Ability to identify the main characters of the OT and their role in the story (Assignments 2,3)
CN 5 Ability to describe the historical context of the major sections of the OT (Assignments 2,3)
CN 6 Ability to chronologically order the main events and persons of the OT (Assignments 2,3)
CN 7 Ability to describe the major theological concepts of the OT (Assignments 3,4,7,8)
CN 16 Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 9)
CN 17 Ability to exegete a passage of scripture using the steps of exegesis (see CN 16) (Assignment 9)
CP 1 Ability to communicate publicly through multiple methods with clarity and creativity for the sake of fostering meaning (Assignments 6, 10)
CP 2 Ability to write clearly and in a grammatically correct manner in the modes of discourse use in the ministry (Assignments 4,5,7,8,9)
CP 3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (Assignments 10)

Required Texts & Course Materials


Recommended Texts & Course Materials

Course Outline

September 3-October 14, 2012 - Pre-Module Work
October 15 – Genesis Introduction; Literary and Theological Analysis of Genesis chs 1-2
October 16 – Literary and Theological Analysis of chs 3-11
October 17 – Literary and Theological Analysis of chs 12-25
October 18 – Literary and Theological Analysis of chs 26-36
October 19 – Literary and Theological Analysis of chs 37-50
October 20-December 7, 2012 – Post Module Work

Course Assignments & Requirements

Pre-Module Assignments:

1. Personal Introduction – By September 7, 2012 11:55 pm (Central Time), post a personal introduction in which you include: (a.) pertinent and appropriate information about yourself; (b.) a brief description of your current ministry role in your local church, and (c.) a few sentences describing what you hope to gain from and contribute to this course (total 200 words minimum).

2. Genesis Reading and Summary Statements. (Outcomes 1, 2, 4; CN 4, CN 6) Carefully read the Book of Genesis and without the aid of commentary resources or Study Bibles, write down the literary structure and organization of the materials in the book. This outline/literary structure should identify all the individual units in the book (chapter and verses where the various literary units are located) and their particular literary form (genre); each unit should also be identified with an appropriate title that reflects the primary theme/idea of the narrative unit. You should then provide a five sentence summary of the content of each literary unit. These summary statements should make reference to any of the following themes that appear in the various literary units: blessing, promise, fulfillment of promise, covenant, sin, judgment, forgiveness, reconciliation. This assignment is due on or before Oct 8, 2012 11:55 pm (Central Time).

3. Commentary Reading. (Outcomes 1, 2, 3 ,4, 5; CN 2, CN 5, CN 7) Read Fretheim’s commentary pages 319-674 (Introduction, Commentary and Reflections). This reading should be completed before Oct 15, 2012 12:00 Noon (Central Time). Students should post a report of completing this assignment (a statement that they have completed the Fretheim reading assignment).
Module Assignments/Requirements

4. **Ten Theological Reflection Assignments.** (Outcomes 4, 7; CN 7) Students should read again the Reflections section in Fretheim’s commentary, following the chapter assignments given in the Course Outline (see above) for each day of the week of Oct 15-19. Students should choose **two theological reflections** by Fretheim for each day of the week (again, taken from the chapters assigned for each day; **ten total reflections**) and write their own reflection and evaluation of these Reflections by Fretheim. These reflections should include the students’ assessment of Fretheim’s treatment of the theological issues, strengths and weaknesses, and how these reflections have impacted or shaped their own understanding of the particular theological issues treated by Fretheim. Students should conclude these reflections by a statement on how to integrate/apply each theological issue in the context of teaching and/or preaching. Each Reflection and Evaluation should have a minimum of **200 words** (total assignment length – **2000 words**). These assignments (two per day) are due at the end of each day (Oct 15-19) by 11:55 pm (Central Time).

5. **Class Attendance and Participation.** (CP 1) The modular/one week nature of this course requires the student’s faithful attendance and active participation in the study of the text in all the sessions of this course. More than two hours of absence will result in the reduction of 5% of the total grade. More than four hours will result in the reduction of one letter grade. More than 8 hours of absence will result in F grade for the course. Use of personal computer in the classroom should be limited to taking notes ONLY. Students who use personal computers in the classroom to do assignments or other activities will be marked as absent for the entire day and will be subject to the attendance policy stated above.

Post-Module Assignments

6. **Theology of Genesis by Moberly Reading and Evaluation.** (Outcomes 4, 7; CN 7) Read this book and summarize the content of each chapter and write a reflective evaluation (critique of strengths and weaknesses; significant contribution Moberly makes in each chapter; how each chapter has shaped your understanding of some aspect of the theology of the book). (12 chapters total; Minimum length – 1200 words; evaluation of each chapter approximately 100 words). **Due October 26, 2012 11:55 PM** (Central Time).

7. **The Lost World of Genesis One Reading and Discussion Forum.** (Outcomes 5; CP 1) Students should read Walton’s **The Lost World of Genesis One** before November 2, 2012. Walton presents in his book 18 Propositions. Students should choose **five of these propositions** and offer a summary evaluation and critique (strengths, weaknesses, its significance in shaping your understanding of Genesis One) and post it to the
Discussion Forum (200 words for each evaluation; 1000 words total) before November 9. **Before November 16**, students should respond to three evaluations of Walton’s propositions done by two classmates (a total of six responses; each response should have a minimum of 200 words). The student’s response to the classmates’ evaluation should make assessment of the classmates’ understanding of Walton’s Proposition, and discuss how the classmates’ evaluation of Walton’s Proposition challenged you to think further, or raise questions about, or helped to clarify the Proposition presented by Walton. (1200 words total).

8. **Write an exegetical study of Genesis 32:1-32 using the following steps of exegesis.** (Outcomes 6, 7; CN 16, CN 17, CP 2) (1) **Describe the world behind the text.** In this step, students will describe the social, economic, religious/theological realities that lie behind the world of this narrative. Students should include in this step a discussion of the ancestral promises, covenant, the legal/cultural issues of the birth right in the ancient world, conflict and tension in the covenant family, and the question of what motivated the main character to make this journey that is narrated in the text. This section should also include an outline of the narrative (its literary structure and key issues in each subsection of the narrative). (2) **The world portrayed in the text.** The narrative portrays the economic, social, cultural and religious/theological world in which the main character lives and interacts with others and God with whom he claims to have a relationship. Every part of the narrative sheds light on some aspect of this world. What does this world look like? Discuss the characteristics of this world (what descriptions would you use to characterize this world)? How does the main character view himself? How does the main character relate to others in this world? How does he relate to God? How does God relate to this world? What are the changes that are taking place to the world of the main character and to the character himself as a result of God’s interactions with this world? These questions are meant to guide the way you read this narrative and make assessment of the world portrayed in the text. (3) **The world of the reader.** At this point, you will need to make contact between the world of the narrative and the world in which we live today. What is the point of contact between the world of the narrative and the world in which we live today? How do we make assessment of our world? How do we see the world in which we live, when we view it through the lens of this narrative? What characteristics of the world of the text dominate the world of its readers today? Again, these questions are meant to guide the way you see and interpret the realities of the world in which we live today and its relationship to the world of the narrative. (4) **The World imagined in the narrative.** The narrative has a rhetorical function; its intended purpose is not simply to tell a story of what happened in the past. Rather, its function is to invite its readers to imagine a world that is an alternative to the world that is portrayed in the text and the world in which its readers exist. This narrative, at its end, gives its readers a glimpse of this world, and the possibility of living life in this world, which is God’s desire for all who claim to have a relationship with him. The next chapter (33:1-14) makes clear that this imagine world can be a real possibility for the readers of this narrative. In this section of your study, describe in detail the world imagined in the narrative, and discuss the invitation of the narrative to its readers.
today. Discussion should focus on the characteristics of this imagined world of the narrative, in contrast to the world portrayed in the narrative and the world of the readers. **Length: 1700-2000 words. Due date: December 7, 2012 11:55 (Central Time).** This study should utilize the commentaries of Brueggemann, Fretheim, and Hamilton as resources.

9. **Ministry Application Assignment.** (Outcome 7, CP1, CP 2, CP 3) Before November 30, 2012, students will present a Bible Study or preach a sermon in a ministry setting (Sunday School, Youth Group meeting, church service, nursing home service, etc). The presentation should last between 15-30 minutes. Students should select an evaluator (a pastor or a lay person who is a professional individual capable of making unbiased and critical observations) and present that person the evaluation form attached to this syllabus and an envelope in which she/he can enclose and seal your evaluation before giving it back to you. Students should send this sealed envelope to the instructor (Alex Varughese, School of Theology and Philosophy, Mount Vernon Nazarene University, Mount Vernon, Ohio 43050) along with the following: 1. Your presentation notes; 2. Description of the event; 3. Your personal evaluation of your presentation and how it was received by your audience. (**post marked by December 3, 2012**).

10. **Complete the course evaluation** – this course evaluation should be completed on December 7, 2012 after you have completed all other assignments due on this day.

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Module Hours</th>
<th>Module Hours</th>
<th>Post-Module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>4</td>
<td></td>
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<tr>
<td>Reading</td>
<td>20</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>47</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

**Total Learning Hours** 151

### Method for Submitting Assignments

All assignments except the Ministry Application Assignment should be submitted via the appropriate assignment tab or forums in the Moodle site for this course. The Ministry
Application Assignment should be mailed to the instructor as indicated above (see Assignment 9).

**Form and Style Expectations**

All the assignments for this course may use inline citations by author and page number(s) (example: Fretheim 389).

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Works submitted after the due date will be considered late. Grades for any assignment submitted after the due date will be reduced by 10%; if the assignment is late by a week, grade will be reduced by 20%, and thereafter, no grade will be given to late submissions.

**Additional Costs**

Students may incur cost of housing and travel to Mount Vernon or to the site where they will be attending this course via Video Conference.

**Course Grading**

- Genesis Reading and Summary Statements: 100 points
- Fretheim’s Commentary Reading: 50 points
- Fretheim’s Theological Reflection Assignments: 100 points
- Moberly Reading and Evaluation: 50 points
- Walton Reading and evaluation: 50 points
- Student Responses/Forum: 50 points
- Exegetical Study: 100 points
- Ministry Application: 50 points
- Class participation: 50 points

**Total**: 600 points
In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

See attendance policy and penalty for absences above (Module Assignments/Requirements 5)

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

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October 19 – Literary and Theological Analysis of chs 37-50
October 20-December 7, 2012 – Post Module Work

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3, 2012</td>
<td>Pre-Module Begins</td>
<td></td>
</tr>
<tr>
<td>Oct 8, 2012</td>
<td>6</td>
<td>Genesis Reading and Summary Statements – due October 8, 11:55 PM (Central Time)</td>
</tr>
<tr>
<td>Oct 15, 2012</td>
<td>7 – Module Face to Face</td>
<td>Commentary Reading – due October 15, 12:00 Noon (Central Time)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Assignment</td>
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<tr>
<td>Oct 15, 2012</td>
<td>7</td>
<td>Fretheim Theological Reflection</td>
</tr>
<tr>
<td>Oct 16, 2012</td>
<td>7</td>
<td>Fretheim Theological Reflection</td>
</tr>
<tr>
<td>Oct 17, 2012</td>
<td>7</td>
<td>Fretheim Theological Reflection</td>
</tr>
<tr>
<td>Oct 18, 2012</td>
<td>7</td>
<td>Fretheim Theological Reflection</td>
</tr>
<tr>
<td>Oct 19, 2012</td>
<td>7</td>
<td>Fretheim Theological Reflection</td>
</tr>
<tr>
<td>Oct 26, 2012</td>
<td>8</td>
<td>Moberly Reading and Evaluation</td>
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<td>Nov 9, 2012</td>
<td>10</td>
<td>Walton reading and Evaluation</td>
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<tr>
<td>Nov 16, 2012</td>
<td>11</td>
<td>Walton Discussion</td>
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<tr>
<td>Nov 30, 2012</td>
<td>13</td>
<td>Ministry Application Assignment; Evaluation</td>
</tr>
<tr>
<td>Dec 7, 2012</td>
<td>14</td>
<td>Course Evaluation</td>
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</tbody>
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**Bibliography**

Evaluation Form of a Bible Presentation by A Nazarene Theological Seminary Student

Student’s Name_____________________________________________________

Date of Presentation___________________

Ministry Setting (Sunday School, Church, Nursing Home etc):
________________________________________________________________

Biblical Passage______________________________________________

Evaluator’s Name___________________________

Evaluator’s Occupation__________________________________________

Please use the following system to answer the questions below: 5-Excellent, very clear and positive; 4-good, well-done; 3-average, acceptable; 2-poor, weak; 1-terrible, needs a lot of help.

The student taught me new truths about the meaning of the biblical passage. ______

The student made the passage “come alive” to me. ______

The student demonstrated knowledge of the biblical content of the passage. ______

The student communicated the importance of this passage as a Word from God. ______

The student showed how this passage fit in the overarching message of Scripture._______

The student communicated in a way I could understand clearly._______

The student communicated so everyone present could understand. ______

I would like to hear more teaching of Scripture like this presentation. ______

Other Comments you would like to make:

Your suggestions for improvement (of this assignment or of the student’s presentation)

Evaluator’s Signature______________________________________________