I. Course Description
This is an historical and interpretative study of Leviticus. Emphasis is placed on the literary structure (outline), suggested purpose and the historical context to interpret individual passages.

II. Objectives
1) To identify the literary structure (natural basic outline) of the Book of Leviticus and to suggest a purpose statement for the book. This has a two-fold intent to assist each student:
   (a) to acquire an over-all view of Leviticus;
   (b) to begin to master the subject matter of Leviticus (namely, knowledge of the contents of each chapter or natural division).

2) To help the student to learn a proper method of interpreting individual passages in the text of Leviticus in light of two important contexts: the historical-cultural background and the overall structure and purpose of the book.

3) To emphasize the proper hermeneutical approach to Leviticus--namely, understanding the text in light of both historical/cultural and Biblical contexts.
   a) To formulate and learn some hermeneutical guidelines for Leviticus to promote accurate interpretation of each passage.
   b) To apply these guidelines in Bible study and exposition.

4) To guide the student in teaching or preaching from Leviticus with emphasis on making valid applications to life situations in the 21st century.
   a) To seek to derive timeless principles from the Book of Leviticus which are true to the original context and yet relevant to our modern society.
   b) To try to determine some homiletical guidelines to encourage maximum communication of God's truths.

III. Requirements

A. Reading
Besides the main text of Leviticus, three textbooks are required: 1) John D. Currid,
A Study Commentary on Leviticus (Webster, NY: Evangelical Press, 2004; 0-85234-576-3) 2) Allen P. Ross, Holiness to the Lord: A Guide to the Exposition of Leviticus, (Grand Rapids: Baker Academic, 2002; 0-8010-2285-1); and 3) Mark F. Rooker, Leviticus, The New American Commentary (Nashville: Broadman & Holman, 2000: 0-8054-0103-2). Each B.A.R. student will read 1) all of Currid (about 350 pages), 2) almost all of Ross (about 470 pages) and 3) about half of Rooker (155 pages) plus reading the biblical text (see class schedule below). [Note: This means the B.A.R. student must read at least one-half of each reading assignment for Rooker each week.] Reading “reports” on special reading slips obtainable from the seminary office will be filled out and turned in weekly. Late reports will suffer a grade penalty.

B. Term paper and report

Each B.A.R. student is responsible for a term paper of about 8 to 12 typewritten pages consisting of an exegetical summary of some passage in Leviticus followed by an expository sermon or lesson. An oral report of about 25 to 30 minutes emphasizing the exposition of the text and its valid application will be presented (normally on the day the Bible passage is scheduled for class discussion). The paper should exhibit a proper balance between doctrine (being true to the historical/cultural background and the literary context of Leviticus and previous OT writings) and practical exhortation (being validated in light of the rest of the Old Testament and of the New Testament). The student must consult with the instructor before proceeding with a sermon passage.

The paper should include at least the following aspects: (1) The student must summarize the passage and trace the argument (i.e., the flow of thought) in light of the whole Book of Leviticus and its historical/cultural context. Be certain to utilize the three textbooks as well as at least two or three other commentaries throughout the paper. (2) There ought to be an exegetical or expository outline (summarizing in complete sentences the exact thought of the Bible text) with a brief commentary on each verse which expresses your research into the text. (3) The sermonic portion of the paper should bring out the biblical teaching and timeless principles which find valid application for today.

It is very important to consider later Old Testament evidence as well as New Testament quotations or allusions in discerning timeless principles. The student should show how the doctrine (or theology) of the text may impact our modern society. However, do not force an application if there is not a valid one.

Notes: Be sure to observe the following rules: (a) To follow the suggested guidelines for interpreting Old Testament narrative and law and any specific application to Leviticus; (b) To discuss (in the last part of the paper) how the doctrine (or theology) of the text impacts our modern society; (c) To document your research by author's last name and the page number placed within parentheses in the text (or by footnotes if you prefer) with a bibliography at the end.

3 See Ross, Creation and Blessing (especially pp. 42-44) for the concept and examples of an exegetical outline.

4 Also see Ross, ibid., especially pp. 46-48 for the concept of an expository outline and timeless principles. Furthermore consult Walter Kaiser's Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching (Grand Rapids: Baker Book House, 1981) especially chapter 7 for tips on seeking to glean timeless principles from the text.

5 Be sure to give credit to sources you use in coming up with an exegetical and/or expository outlines. It is best to rework what others have done (or start out on your own & consult others to polish up your efforts) rather than copying someone verbatim. However it is still necessary to document the source(s) you utilized or revised.
A detailed outline of the paper should be distributed to each class member (and to the professor) at the time of the presentation. Furthermore a complete copy of the entire paper must also be given to the professor at the same time (namely before the oral report).

C. Exams

Two exams will be given during the semester as recorded on the class schedule below. Emphasis is normally placed on knowledge of the literary structure (outline) as presented in class and other items discussed in the lectures--including any handouts. However the precise nature of these major tests will be explained later.

D. Grading guidelines for BAR students

Exams approximately 25% to 30% each; term paper--25% (plus 1% for the oral report); daily grade 14% (including 10% for weekly reading as documented on reading slips and 4% for class participation and attendance). Possible "pop" quizzes over daily reading (perhaps 5% to 10%).
### IV. Class Schedule (2009) BAR

| Jan. 26 | Course syllabus (brief review). Introduction to Leviticus (an overview of the nature, purpose, structure, historical background, date & authorship). Hermeneutical guidelines for Hebrew legal literature including Leviticus. Study of Leviticus chap. 1. **Assignment**: read all of Leviticus preferably at one sitting (or at least chaps. 1-16 at one time and then 17-27) in a modern translation such as the NIV, NASB, or NKJV. Then re-read chap. 1. Read Currid, pp. 13-26, 27-36; Ross, pp. 6-7, 9-10, 15-33, 42-66, 85-97; and at least half of Rooker, pp. 21-77. 79-93. *For extra credit*: read Ross, 11-14, 67-84. |
|**Feb. 2** | Study of Leviticus 2:1—5:13. Read specific assigned text of Leviticus. Then read Currid, pp. 37-71; Ross, pp. 98-145; and at least half of Rooker, pp. 94-121. |
| **9** | Study of Leviticus 5:14—7:38. **Assignment**: Read specific assigned text of Leviticus. Then read Currid, pp. 72-101; Ross, pp. 146-205; and at least half of Rooker, pp. 122-137. |
| **16** | Study of Leviticus chaps. 8-10. **Assignment**: read the specific assigned text of Leviticus. Read Currid, pp. 102-138; Ross, pp. 206-248; and at least half of Rooker, pp. 139-166. |
| **23** | Study of Leviticus chaps. 11-12. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 139-166; Ross, pp. 250-275; & at least half of Rooker, 167-185a. |
| **Mar. 2** | Study of Leviticus chaps. 13-14. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 167-202; Ross, pp. 276-303; and at least half of Rooker, pp. 185b-200. |
| **9** | Study of Leviticus chaps. 15-16. Brief review for exam. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 203-226; Ross, pp. 304-324; and at least half of Rooker, pp. 201-227. |
| **16** | MID-TERM EXAM |
| **23** | Study of Leviticus 17-18. **Assignment**: read Leviticus 17-18. Then read Currid, pp. 227-247; Ross, pp. 329-349; and at least half of Rooker, pp. 229-250. |
| **30** | Study of Leviticus chaps. 19-20. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 248-275; Ross, pp. 351-379; and at least half of Rooker, pp. 251-271a. |
| **April 6** | Study of Leviticus 21-22. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 276-298; Ross, pp. 381-395; and at least half of Rooker, pp. 271b-280. |
April 13  | Study of Leviticus 23-24. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 299-322; Ross, pp. 396-449; and at least half of Rooker, pp. 281-300a,

April 20  | NO CLASS--SPRING BREAK. BMA of America meeting.

April 27  | Study of Leviticus chaps. 25-26. **Assignment**: read the specific text of Leviticus. Read Currid, pp. 323-360; Ross, pp. 450-464, 466-483; and at least half of Rooker, pp. 300-321.

May 4     | Study of Leviticus chap. 27. Brief review for exam. Fill out evaluation forms (if applicable). **Assignment**: read the specific text of Leviticus. Read Currid, pp. 362-371; Ross, pp. 487-495; and at least half of Rooker, pp. 323-329.

May 11    | FINAL EXAM
VI. Selected Bibliography on Leviticus


