



TYNDALE

• SEMINARY •

Course Syllabus

WINTER 2019
OLD TESTAMENT THEOLOGY AND HISTORY
OLDT 0511
Section 2

JANUARY 17 – APRIL 11 , 2019
THURSDAYS: 11:15 AM – 2:05 PM

INSTRUCTOR: DR. PETER CHU

Email: pchu@tyndale.ca

Office Hours: Thursdays 9:30 – 10:30 am

I will be available during the above office hours and other appointment times during the week are also possible. HOWEVER, please email me beforehand to book an appointment. I am unable to accommodate drop in appointments.

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

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.

PLEASE NOTE:

All of my group emails to the class will be sent to your @MyTyndale.ca email account. You are responsible for all mailings sent to this account. Please check this account on a regular basis or have the contents forwarded to your regular personal email account (see above for link to instructions).

I. COURSE DESCRIPTION

This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament.

Recommended Preparation: BIBL 0501

II. LEARNING OUTCOMES

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

- A. describe the structure of the Old Testament and the content of its three major canonical units;
- B. construct a chronological outline for the major historical events of the Old Testament;
- C. identify and describe the major theological streams within the Old Testament;
- D. describe the history of interpretation of the Old Testament, the various approaches and reading strategies employed in Old Testament studies, and key historical and contemporary issues in Old Testament theology;
- E. research a specific area of historical or theological interest relevant to the Old Testament and present their findings in a coherent and thoughtfully reasoned essay;
- F. develop a strategy for the contemporary appropriation of the Old Testament;
- G. recognize the importance of knowing the Old Testament in order to understand the New Testament
- H. value the determinative place of God's faithful love in His relationship with us and demonstrate greater trust in and obedience to Him in response.

III. COURSE REQUIREMENTS

A. READING and REFLECTION (35%)

1. Required Texts (10% each)

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco, TX: Baylor University Press, 2013.

Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: IVP Academic, 2008.

2. Recommended Texts and Tools

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.

House, Paul R. *Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1998.

Routledge, Robin. *Old Testament Theology: A Thematic Approach*. Downers Grove, IL: InterVarsity Press, 2008.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition ed. Louisville, KY: Westminster John Knox, 2011.

Tozer, A. W. *The Knowledge of the Holy*. San Francisco, CA: Harper & Row, 1961.

Wald, Oletta. *The New Joy of Discovery in Bible Study*. Revised Edition. Minneapolis, MN: Augsburg, 2002.

Wright, J. H. Christopher. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP Academic, 2006.

Tyndale recommends 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](#).

3. Old Testament Reading with Reflective Annotation (15%)

3.1. Genesis, Exodus (1-35, 40), Leviticus (1-10), Numbers (8-36), Deuteronomy, Joshua, Judges, 1 & 2 Samuel, 1 & 2 Kings, Ezra, Nehemiah, Esther, Daniel (1-6), Isaiah (1-11, 40-42, 49-53, 60-66), Hosea, Amos, Jonah, Zechariah.

3.2. Reflective Annotation:

3.2.1. After reading each of the above Old Testament books, write one paragraph (maximum 1 page double spaced) describing something new that you learned from this reading. How did God speak to you? What did God show you? How did the book challenge and/or transform you?

3.2.2. On a separate page, list at least 5 questions or topics that, as a result of your reading, you would like to research further. You may include sub-questions or detailed ideas of directions for further research.

3.3. Reflective annotations will be graded as either satisfactory (pass) or unsatisfactory (fail).

3.4. Reflective annotations may be submitted at any time throughout the semester as each OT book is read. However, all annotations are due at the beginning of class on **Thursday, April 11, 2019**.

4. Reading Log

4.1. Please keep a log or record of what has been read and when the reading was completed.

4.2. If you are unable to complete the reading of the two required texts, please indicate the percentage completed based on page count, excluding the bibliography.

4.3. The reading log will be submitted at the beginning of class on **Thursday, April 11, 2019**.

B. SCRIPTURE MEMORIZATION (10%)

1. Choose a passage of Scripture in the Old Testament that is at least 15 verses long, which you have **not** previously memorized, and memorize it.
2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt or 1 error.
3. You may use any language and any Bible translation.
4. This assignment will be due at the beginning of class on **Thursday, February 14, 2019**. On that day, please submit on a 3x5 index card the passage of Scripture memorized, the date you recited it, and the name and signature of the individual to whom it was recited.
5. Between February 14 – April 11, 2019, members of the class may be called upon to recite the passage of Scripture they memorized.

C. RESEARCH PAPER (30%)

1. General requirements

- 1.1. The paper will be 12-15 pages in length (excluding title page and bibliography). Papers must not exceed 15 pages. Anything beyond this limit will not be read. An exception may be made for papers with extensive *content* footnotes.
- 1.2. Doubled spaced, 12 point font, 1 inch margins
- 1.3. Minimum of 10 sources
- 1.4. Paper must be written according to SBL format. Please see [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#), 2nd ed. (Atlanta, GA: SBL Press, 2014).

2. Due Date

- 2.1. Research papers will be submitted at the beginning of class on **Thursday, March 7, 2019**.

3. Options for Research Topics

- 3.1 Genesis 1:1–2:4. Discuss the structure and key theological ideas of this text. Compare this text with other Ancient Near Eastern (ANE) creation accounts. Your paper should include, but is not limited to, a discussion of the following questions:
 - a. What are the similarities and differences between Genesis 1 and other ANE creation accounts?
 - b. What accounts for the similarities between these texts?
 - c. What theological values lie behind the narrative elements in which the Biblical text differs from the ANE texts?
 - d. What can we learn about how to interpret the Bible from such a comparative study?
- 3.2 The Laws in Exodus 20:1-23:19. Compare and discuss the relationship between the laws of Hammurabi's Code and the laws of Exodus 20:1-23:19. Your paper should include, but is not limited to, a discussion of the following questions:
 - a. What is the likely dating of each text?

- b. What are the similarities and differences between the texts?
- c. What accounts for the similarities?
- d. What underlying theological and social values lie behind the areas in which the Biblical text differs from the Code of Hammurabi?
- e. What can we learn about how to interpret the Bible from such a comparative study?

3.3 Sacrifice in the book of Leviticus and in the Ancient Near East

- a. List and describe the various theories of sacrifice as proposed by anthropologists
- b. Name and describe the various types of sacrifice in Leviticus and the indication and function of each. Identify where there is disagreement among scholars and evaluate the various positions.
- b. What is the theological relevance and significance of OT sacrifices to the contemporary Christian community?

3.4 Circumcision. Discuss the origin, function, and significance of circumcision in the Old Testament. Your paper should include, but is not limited to, a discussion of the following questions:

- a. What were the practice and purpose of circumcision in the ANE?
- b. What were the meaning and significance of circumcision in Genesis 17?
- c. What was the significance of circumcision described as a “sign” in Genesis 17?
- d. Why did Abraham circumcise his entire household?
- e. What are the other texts in the OT in which circumcision is mentioned and what is its significance in those texts?

3.5 The Davidic Covenant. Are God’s promises to David conditional or unconditional?

- a. Examine the Biblical texts in which the promises to David are given as well as texts which refer to those promises.
- b. Study each text and note the terms of the covenant and how the covenant is presented. Is the covenant conditional or unconditional? Can it be broken or terminated? Can it be restored?
- c. Compare how each text presents the covenant with David. Where do you observe similarities and differences? How would you interpret the significance of both the similarities and the differences? How does each text relate to the others?
- b. What lessons in hermeneutics have you learned about how the Old Testament communicates its message?

3.6 The Messiah in the Old Testament

- a. Trace the development of the concept of the Messiah in the Old Testament.
- b. Where does the concept first appear? What elements and form does it first possess?
- c. How does the concept of the Messiah develop and expand as the history and theology of the Old Testament unfolds and develops?
- d. How did Messianic expectations change throughout the Old Testament?

D. CREATIVE SYNTHETIC PROJECT (16%)

1. Goal:

- 1.1. To provide you with an opportunity to synthesize the ideas, concepts, and facts that you have learned during our time of study together.
- 1.2. To encourage the exercise and development of your creative and communication gifts

2. Assignment:

- 2.1. Answer a 13 year old Sunday School student's question: "What is the Old Testament about?".

3. Options for completing this assignment:

- 3.1. traditional essay/paper
- 3.2. poem
- 3.3. song
 - 3.3.1. hymn
 - 3.3.2. praise and worship
- 3.4. spoken word, rap, slam poetry
- 3.5. art
- 3.6. video presentation
- 3.7. oral presentation: story, analogy, illustration,
- 3.8. theatre or drama
- 3.9. dance
- 3.10. other --- please discuss with me prior to developing your idea

4. Guidelines:

- 4.1. You will be graded on the comprehensiveness, clarity, and creativity of your answer to the student's question.
- 4.2. For the traditional paper/essay
 - 4.2.1. **maximum** word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography
 - 4.2.2. you can insert as many footnotes as you wish, footnotes will not be included in the word count
- 4.3. For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance
 - 4.3.1. submit a copy of the lyrics/screenplay/script and audio/video of a performance on a USB key along with a written explanation of the lyrics
 - 4.3.2. the written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of

footnotes to explain the structure and content of the song, cite sources, and cite supporting scriptural references

4.3.3. there is no limit on the number or extent of footnotes

4.4. Art

4.4.1. provide a written explanation of how your art answers the Sunday School student's

4.4.2. question. Include the title of your art and explain your choice of the title.

4.4.3. the written explanation will have a maximum word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography

4.4.4. no limit on the number or extent of footnotes

4.4.5. remember to cite sources and supporting scriptural references in footnotes

4.4.6. please bring the art to class on the date the assignment is due. If it is too big to be transported, please speak to me about alternatives.

4.5. For all assignment options:

4.5.1. use footnotes and not endnotes

4.5.2. insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.

4.5.3. you **MUST** provide scriptural references to support your arguments, assertions, claims, or position

5. Due Date: At the beginning of class, **Thursday, March 28, 2019.**

6. In Class Presentation: Students will have the opportunity to present their creative project in class on **Thursday, April 4 and 11, 2019.**

E. DISCUSSION GROUPS (9%)

During the semester, there will be three scheduled in-class group discussions during which scholarly articles will be reviewed or a chart/table completed in preparation for that class will be discussed. Supplemental readings and articles will be found on the <http://classes.tyndale.ca> course resource page.

1. Guidelines for discussion groups

1.1. Students will form themselves into discussion groups before **January 31, 2019.**

1.2. Each discussion group will have no more than 8 members.

1.3. Once formed, choose a name for your group and have one member email to me your group name and the names of the members.

1.4. Discussion times will be approximately 30 minutes each.

1.5. A schedule of the dates of the group discussions and the material to be discussed will be provided on the first day of class.

- 1.6. A different group member will lead each of the three scheduled discussions. Group members can volunteer to be a discussion leader or chosen by lot or chosen by any other means agreed upon by the group.
- 1.7. Expected preparation prior to each discussion group:
- a. read the assigned texts and articles or complete the assigned chart/table
 - b. compile a list of questions prompted by the assigned reading or chart/table
 - c. be prepared to share observations, insights, critique, etc.
 - i. agree/disagree with author's views and why?
 - ii. new thoughts, ideas, or understanding?
 - iii. strengths and weaknesses of the article or text?
 - iv. support your position with examples and evidence from the text (provide paragraph and page numbers).
 - d. the leader will be responsible for moderating and facilitating the discussion
- 1.8 Grading
- a. the discussion leader for a particular date will assign a grade to the other 4 members of the group
 - b. grades must be submitted to me by email before midnight of the date the group discussion occurred
 - c. assign a grade to your fellow group members based on the following guidelines
 - 3 = well prepared, strong contributor, positive influence
 - 2 = adequately prepared, solid contributor, neutral influence
 - 1 = unprepared, weak or nil contributor, negative influence

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading	35 %
Research Paper	30 %
Scripture Memorization	10 %
Synthetic Project	16 %
Discussion Groups	9 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

A. 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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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.

Everything we do as Christ followers is “as unto the Lord” and before the Lord. Tyndale is a community of learners and teachers united by a common desire to know God and to make Him known. Academic integrity is one component of the excellence by which we serve God and each other.

B. Guidelines for the Submission of Written Work

1. Written work must follow the SBL stylistic model described in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#), 2nd ed. (Atlanta, GA: SBL Press, 2014). Please familiarize yourself with this handbook as it provides instructions for not only footnotes and bibliographic formats but also stylistic elements such as acceptable abbreviations, etc.
2. If the work of others is utilized or incorporated into your own academic work, you must acknowledge them and give them proper credit and recognition by citing them in a footnote and/or bibliography. For a helpful on line tutorial on academic integrity and citation, go to <http://classes.tyndale.ca> and click on the “student resources” tab at the far right of the menu bar at the top of your home page. Several folders will be displayed. Select “Academic Integrity and Citation Resource”.
3. Please proof-read your work for spelling, punctuation, grammar, organization, coherent thought, and logical flow of arguments. It is often helpful to ask someone else to review your writing and comment on the above criteria.
4. All assignments are to be handed in at the **beginning** of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for **any part** of each week it is late.

5. Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
6. Checklist:
 - a. did you answer the question that was asked?
 - b. did you follow the instructions?
 - c. clarity and organization
 - d. critical analysis --- your paper should answer more “how?” and “why?” type questions than “what?” type questions?
 - e. spelling, grammar, punctuation, sentence structure, inclusive language
 - f. appropriate format for footnote citations and bibliography
7. Return of Assignments --- Graded assignments will be left with the receptionist at the front Main Entrance where they can be picked up. If you wish to have your assignments mailed to you, please include a stamped, self-addressed envelope with your work when it is submitted to me. Unclaimed assignments will be destroyed after six months.
8. Practical Tips for Essay Writing
 - a. Pray. Pray that your essay would transform your life and church community.
 - b. Begin early and work on it each week. Capture ideas that come to mind.
 - c. Start your research by reading an overview of your subject area in a major Bible dictionary or encyclopedia such as the *Anchor Bible Dictionary*, *The New Interpreters Dictionary of the Bible*, *the Eerdmans Bible Dictionary*, *the New International Standard Bible Encyclopaedia*, *Encyclopaedia Judaica*, or *the New Catholic Encyclopaedia*.
 - d. The reference (encyclopaedias, dictionaries, commentaries) and periodical collections in the library are invaluable. Become familiar with their contents.
 - e. Take advantage of the library’s e-Resources (<http://www.tyndale.ca/library/>) which provide access to scholarly periodicals and journals <http://www.tyndale.ca/library/eresources/ejournals>) via the EBSCOHost, ATLA, and JSTOR databases.
 - f. Utilize the staff and expertise of the Tyndale Centre for Academic Excellence or visit the Centre’s website (www.tyndale.ca/writingcentre). You will receive excellent help in documentation, style, grammar, punctuation, concise writing, focusing your research question, and much more.
 - g. Make sure your essay is properly formatted including page numbers, title page, footnotes, and bibliography.
 - h. Have someone proofread your essay prior to submission.

C. How will assignments be graded?

In general, assignments which meet the professor’s expectations will receive a grade of B or 75%. Grades above or below “B” will be related to the excellence or deficiencies of the submitted work relative to this satisfactory threshold. Excellence or deficiencies in the following areas will increase or decrease the grade that is assigned:

1. number and quality of primary and secondary sources cited
2. content

3. form and presentation --- correct SBL footnote and bibliographic format must be used
4. depth, thoughtfulness and thoroughness of analysis and discussion
 - a. asking and answering “how” and “why” questions versus “what” questions
 - b. breadth and depth of historical, grammatical, syntactical, exegetical, and theological research
 - c. exegetical interaction with the Biblical text, relevant scholarly articles, major commentaries
5. clarity, consistency and direction of logic, argument, and reasoning
6. quality and clarity of writing --- spelling, grammar, punctuation, sentence structure

V. 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.

VI. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A course schedule will be posted on the course webpage prior to the beginning of class.

VII. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Anderson, Bernhard W. *Contours of Old Testament Theology*. Minneapolis: Fortress, 1999.

Arnold, Bill T. and David W. Baker, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999.

Baltzer, Klaus. *The Covenant Formulary in Old Testament, Jewish, and Early Christian Writings*. Philadelphia: Fortress, 1970.

Beale, Gregory K. *The Temple and the Church's Mission: A Biblical Theology of the Dwelling Place of God*. NSBT. Downers Grove: InterVarsity Press, 2004.

_____. *We Become What We Worship: A Biblical Theology of Idolatry*. Downers Grove: InterVarsity Press, 2008.

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.

Bright, John. *A History of Israel*. 4th ed. Louisville: Westminster John Knox, 2000.

Brueggemann, Walter. *Theology of the Old Testament*. Minneapolis: Fortress Press, 1997.

_____. *The Land: Place as Gift, Promise, and Challenge in Biblical Faith*. 2nd ed. OBT. Minneapolis: Fortress Press, 2002.

Childs, Brevard. *Biblical Theology in Crisis*. Philadelphia: The Westminster Press, 1970.

_____. *Biblical Theology of the Old and New Testaments*. Minneapolis: Fortress Press, 1992.

_____. *Old Testament Theology in a Canonical Context*. Philadelphia: Fortress Press, 1989.

De Vaux, Roland. *Ancient Israel: Its Life and Institutions*. Translated by John McHugh. Grand Rapids: Eerdmans, 1997.

Dumbrell, William J. *The Faith of Israel: Its Expression in the Books of the Old Testament*. Grand Rapids: Baker, 1988.

Eichrodt, Walter. *Theology of the Old Testament*. Translated by J. A. Baker. 2 vols. Philadelphia: Westminster Press, 1961.

Goldingay, John. *Israel's Gospel*. Downers Grove: InterVarsity Press, 2003.

Hahn, Scott W. *Kinship by Covenant: A Canonical Approach to the Fulfillment of God's Saving Promises*. New Haven: Yale University Press, 2009.

Hasel, Gerhard. *Old Testament Theology: Basic Issues in the Current Debate*. 4th ed. Grand Rapids: William B. Eerdmans Publishing Company, 1991.

Hayes, John H. and Frederick Prussner. *Old Testament Theology: Its History and Development*. Atlanta: John Knox Press, 1985.

House, Paul. *Old Testament Theology*. Downers Grove: InterVarsity Press, 1998.

Kaiser, Walter C. Jr. *Toward an Old Testament Theology*. Grand Rapids: Zondervan, 1978.

- Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco: Baylor University Press, 2013.
- Martens, Elmer A. *God's Design: A Focus on Old Testament Theology*. Grand Rapids: Baker, 1981.
- Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel*. Grand Rapids: Baker, 1987.
- Noth, Martin. *The History of Israel*. English translation revised by P. R. Ackroyd. London: Adam & Charles Black, 1960.
- Ollenburger, Ben C. ed. *Old Testament Theology: Flowering and Future*. Winona Lake, IN: Eisenbrauns, 2004.
- Preuss, Hosrt Dietrich. *Old Testament Theology*. Translated by Leo G. Perdue. 2 vols. OTL. Louisville, KY: Westminster John Knox Press, 1995-1996.
- Rendtorff, Rolf. *The Old Testament: An Introduction*. Translated by John Bowden. Philadelphia: Fortress Press, 1991.
- _____. *Canon and Theology: Overtures to an Old Testament Theology*. Translated by Margaret Kohl. Edinburgh: T&T Clark, 1994.
- Reventow, Henning Graf. "The 'Centre' of the Old Testament." *Problems of Old Testament Theology in the Twentieth Century*. Trans. John Bowden. London: SCM Press, 1985, pp. 125-133
- Sasson, Jack M., John Baines, Gary Beckman, and Karen S. Rubinson, eds. *Civilizations of the Ancient Near East*. 4 vols. New York: Charles Scribner's Sons, 1995.
- Trible, Phyllis. "Love's Lyrics Redeemed." *God and the Rhetoric of Sexuality*. Philadelphia: Fortress Press, 1978, pp. 144-165.
- Waltke, Bruce K. with Charles Yu. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.
- Williamson, Paul. R. *Sealed with an Oath: Covenant in God's Unfolding Purpose*. NSBT. Downers Grove: InterVarsity Press, 2007.
- Westermann, Claus. *Elements of Old Testament Theology*. Trans. D. W. Scott. Atlanta: John Knox Press, 1982.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: IVP Academic, 2006.

Vanhooser, Kevin J., et al. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids: Baker Academic/SPCK, 2005.

von Rad, Gerhard. *Old Testament Theology*. Translated by D. M. G. Stalker. 2 vols. Louisville, KY: Westminster John Knox Press, 1962-1965.

Younger, K. Lawson, Jr., William W. Hallo, and Bernard F. Batto, eds. *The Biblical Canon in Comparative Perspective*. Ancient Near Eastern Texts and Studies 11. Lewiston, NY: Edwin Mellen Press, 1991.

Zimmerli, Walther. *Old Testament Theology in Outline*. Atlanta: John Knox Press, 1978.