



# TYNDALE

• SEMINARY •

## Course Syllabus

### Fall 2012

OLD TESTAMENT THEOLOGY AND HISTORY  
OLDT 0511W

SEPTEMBER 10 – DECEMBER 7, 2012  
WEB BASED

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To access your course material, please go to <http://class.tyndale.ca>

## **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: BIBL 0501

A study of the pivotal methods and interpretive principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretive task, the relationship between the testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research.

## **II. LEARNING OUTCOMES**

At the end of this course, the student will:

- 1) Be able to describe the major theological emphases within the Old Testament books;
- 2) Demonstrate a knowledge of key aspects of the world of the OT;
- 3) Demonstrate a knowledge of key elements of OT history;
- 4) Demonstrate an understanding of the key issues in the discipline of Old Testament theology;
- 5) Demonstrate the ability to research a specific area of historical or theological interest relevant to the OT and present a coherent essay reflecting that research;
- 6) Have reflected upon and practiced the discipline of applying the OT to the life of the student

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED TEXTS**

A modern translation of the Bible (e.g. NIV, NRSV, NLT, NASB, ESV)

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

Dempster, Stephen G. *Dominion and Dynasty: A Theology of the Hebrew Bible*. NSBT. Downers Grove, IL: InterVarsity Press, 2003.

## B. ASSIGNMENTS AND GRADING

### “Attendance” Policy

While there are no formal class times for this internet based class, attendance in form of logging on to the class website and fully participating in the class is essential. Just as class attendance for on-campus classes is essential to pass a class, so too full participation in an online class is also critical. Failure to fully engage in the class may result in a student’s failure of the course.

### 1. Online Discussion Groups (35%) Plus 2 Discussion Summaries (10%)

Each week of the class, students will participate in an on-line threaded discussion. The discussion will centre on a key point related to the lecture or a question based upon that week’s readings. Your thoughtful participation in these threaded discussions will indicate your interaction with the assigned readings from C.J.H. Wright, *The Mission of God* and the lecture, and you will be evaluated based on the depth and perceptiveness of the student’s interaction.

Online courses require your active participation in on-line threaded discussions. Plan to participate in the discussion at least 10 of the 12 weeks of the course and at least 2 times per week in the weeks you choose to participate. In the 1<sup>st</sup> post (by Tuesday), you will answer the initial discussion question. In the 2<sup>nd</sup> post (by Thursday), you will respond to other students’ posts. Your success will be based upon both the quality and quantity of your participation.

#### Reading Summaries

After week 2, students will be divided into small groups by the professor, with each group responsible to share their opinions on a given question with the class. Over the semester, each student will be required to post **two** summaries (5% each) of the discussion of the group for consideration by the discussion group. Normally there will be 4-5 students in a group to cover 8-10 weeks of summaries (only 2 summaries per person, so only some of the 12 weeks of the class will have posted summaries). The summaries should be approximately 300 words. They should outline areas of consensus reached by the group and highlight any areas where consensus could not be reached and why. You will be reporting on the outcome of the discussion to the full class on behalf of your group by Friday 5 p.m. on your assigned week(s)

As a guideline, students should plan their activities according to the following schedule:

Day 1 - Review the discussion question and use this to focus your reading.

Day 2 - Post your initial response to the discussion question.

Day 3 - Respond to the postings of other group members, suggesting to the person responsible for writing the summary points of consensus and difference that you see emerging.

Day 4 – If it is your turn to write the summary, compose and draft a summative reflection and send it to your group. Other members will respond with their comments and suggestions.

Day 5 – All members continue to review and comment on the draft summary. The final summary should be posted by 5 p.m.

Day 6 - Professor posts response to the summary statements of each group. Students may respond as they wish.

The following is a general outline of how your participation in the threaded discussions will be graded:

<b>Weekly Discussion Group Grading Rubric</b>					
Category	1	2	3	4	Score
<b>Completeness of post</b>	Addresses none of the questions presented; far too short; nearly all are incomplete	Does not address all of the given questions; shorter in length; several answers are incomplete	Addresses all parts of the questions; respectable length; somewhat complete	Completely addresses all parts of the questions; respectable length; complete response	
<b>Promptness and Initiative</b>	By the given deadlines: does not respond to most postings; rarely	By the given deadlines: responds to most postings several days after initial	By the given deadlines: responds to most postings within a timely manner;	By the given deadlines: consistently responds to postings in a timely	

	participates freely;	discussion; limited initiative	requires occasional prompting to post	manner; demonstrates good self-initiative	
<b>Delivery of Post</b>	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings	
<b>Relevance of Post</b>	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; posts prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references, posts prompt further discussion	
<b>Expression within the Post</b>	Does not express opinions or ideas clearly; no connection to the topic	Unclear connection to the topic evidenced in minimal expression or ideas; mostly unsubstantiated opinions	Opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to the topic	Expresses substantiated opinions and ideas in a clear and concise manner with obvious connection to the topic	
<b>Contribution to the Learning Community</b>	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts frequently	Aware of needs of the community; frequently attempts to motivate group discussion; presents creative approaches to	

				topic	
<b>Insight and Depth of Reflection on the Topic</b>	Posts do not deal with or answer the posted question; very superficial reflection on the discussion topic	Posts minimally answers the posted question; gives answers that merely reflect the lecture's or books perspective on the topic	Posts answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology	Posts answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology in creative and appropriate ways	
<b>(Group Summary) Ability to synthesize discussion</b>	Fails to summarize the breadth of group discussion; does not accurately relate group commonalities or differences; overlooks key points of the discussion	Fails to summarize the breadth of group discussion; does not accurately relate group commonalities or differences	Draws group discussion together in clear manner; accurately synthesizes group commonalities and differences	Draws together in a succinct manner all of the groups' discussions; accurately and creatively synthesizes group commonalities and differences	
					Total

**DUE: Weekly**

**2. Bible Reading (20%)**

Students are expected to read the assigned bible readings (see the course outline of the syllabus for weekly bible readings) in a modern translation (Not the KJV or a paraphrase like the Living Bible or The Message). Students will indicate the date of the completion of the readings, and the thoroughness with which the readings were completed. Thus, for each week students will indicate: 1) the percentage of assigned Bible reading

completed as well as, 2) whether the text was read: i) very carefully and thoughtfully, ii) carefully, iii) focusing on the main ideas, iv) skimming the text or v) the pages turning in the fan (really not at all). The easiest way to do this is by opening a word processor file, recording all of the relevant information, and then saving it so that it can be e-mailed to the professor on (or before) Friday, December 7, 2012.

### Bible Reading Rubric

	A	B	C	D	F
<b>Percentage of Reading Completed</b>	100	90-99	80-89	70-79	Less than 70
<b>Level of Reading Thoroughness</b>	Very carefully and thoughtfully	Carefully	Focusing on the main ideas	Skimming	The pages turning in the fan

### 3. Research Paper or Guided Essay: (35%)

These papers must be typed and prepared in good research form with footnotes and bibliography. The paper should be about 15 pages and involve a minimum of 12 sources.

**Note:** See C.2 (“Matters of Style”) below; all sources used must be cited. Plagiarism will be dealt with according to the Tyndale Academic Calendar, “Academic Policies.”

Students are strongly encouraged to:

1. Use a local theological library for the preparation of this assignment, especially the reference collection. *Any one of the suggested topics can be completed at a B+/A- level using only materials that NEVER leave the library.* Such materials include periodicals, encyclopaedias, Bible Dictionaries, and reference copies of commentaries.
2. While some students may not have immediate access to a theological library near them, there is a massive amount of material is available on-line in downloadable PDF files via the library’s online resources (especially EBSCO/ATLA and JSTOR). *There is a gigantic difference in the quality of the resources available through the library’s e-resources and*

*the internet in general. Remember—only quote qualified experts in the subject you are studying.* See also the Tyndale Modular online [Reading Room for Old Testament](#), as well as the following websites: [GoogleBooks](#), [www.archive.org](#). For instructions on the creation of hyperlinks to Tyndale Library e-resources, please see: <http://www.tyndale.ca/library/persistent-links>

3. Begin early. The student will choose *either* (a) the Essay, or (b) the Guided Study.

#### (a) Essay

The student will choose one of the following topics:

- i. Gen 1:1-2:4. Discuss the structure and key theological ideas of this text. How is this text similar to and different from other Ancient Near Eastern creation accounts? Your essay should address the following questions:
  - a. What accounts for the similarities between these texts?
  - b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?
  - c. What can we learn about how to interpret the Bible from a comparison like this?
- ii. A Discussion of the Relationship between the laws of Hammurabi's Code and the laws in Ex 20-22. Your essay should address the following questions:
  - a. What accounts for the similarities between these texts?
  - b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?
  - c. What can we learn about how to interpret the Bible from a comparison like this?
- iii. Sacrifice in the book of Leviticus and the Ancient Near East:
  - a. List and describe various theories of sacrifice as proposed by anthropologists.
  - b. Name and describe the various types of sacrifice in Leviticus, and the function of each.
  - c. Offer theological reflections on the relevance of OT sacrifices to the Christian community.
- iv. Discuss the relationship between the Garden of Eden, the Tabernacle, and the Temple.
  - a. What is the theological relationship between the Garden, the Tabernacle, and the Temple?
  - b. What do we learn about the presence of God through the OT descriptions of the Garden, the Tabernacle, and the Temple?
  - c. How is this theme developed in the NT?
- v. The Messiah in the OT
  - a. Trace the origins of the idea of the Messiah – what shape did the idea of a messiah take in the historical books of the OT (especially in Samuel and Kings – make sure to give examples)
  - b. How do the texts written in the exile and after the exile develop and expand upon the idea of a messiah and messianic expectations

- vi. Sinai and Zion.
  - a. Compare and contrast the covenant at Sinai made with Moses, recorded in Exodus and Deuteronomy, and the covenant with David in 2 Sam 7, (cf. also Ps 89 and 1 Chron 17). How are the two related to one another?
- vii. Conditional or unconditional?
  - a. Survey the promises to David in 2 Sam 7, Ps 89, and 1 Chron 17. Are these conditional or unconditional, or both? OR IS the Sinai Covenant (Ex 19-24; Deut) conditional or unconditional?
- viii. The Day of Atonement.
  - a. Discuss the various aspects of the ritual for the Day of Atonement in Lev 16, including the details of the purification of the community, and the 'scapegoat'.
  - b. Be sure to discuss what Israelite ritual includes both sacrifices at the altar and the purification of the inner sanctum.
  - c. What is the relationship between these two activities?
  - d. When were sins forgiven?
- ix. Covenant Curses and God's Wrath.
  - a. Discuss how some of the covenant curses listed in Lev 26 and Deut 28 relate to the prophetic critiques of Israel
  - b. What is the role of a curse in an ancient covenant?
  - c. How is God's wrath related to the life of the church?

Other essay topics may be undertaken with the instructor's permission.

The critical areas to focus on for this assignment are:

1. Careful study of the Primary Sources: (a) studying the relevant biblical texts (b) other primary sources (ANE texts and archaeological studies) should also be consulted where relevant.
2. Depth of thought and reflection.
3. Finding and reading good quality secondary sources, and presenting a reflected interpretation and evaluation of them.
4. Logic and clarity in presentation.
5. Good form and presentation (including spelling, grammar, and syntax). *Check your paper carefully before handing it in. Don't think that your spell-checker will get it all!*

Your paper must reflect your personal reading and analysis of the issues involved in the topic, based on the primary sources (the Bible and relevant ANT texts) and the secondary literature related to it (commentaries, articles in Bible Dictionaries, articles in scholarly journals and edited volumes).

**Due: Friday, November 23, 2012**

## (b) Guided Study Assignment

Guided study assignments are assignments in which the structure is already provided for the student. These assignments are eligible for a *maximum* mark of B+, since the structure and bibliography have been provided. Students writing their first paper in Humanities/Biblical Studies are strongly urged to consider this option. The paper should be about 12 pages long.

The call of Abram in Genesis 12:1-7 is pivotal passage for the theology of the OT. Your paper will trace the development of this important theological theme and contain the following sections:

- 1) In the first section discuss Genesis 12:1-7 and outline the Lord's promises to Abram.
- 2) In the second section discuss how the passage (the promises) are both prefigured or anticipated in Genesis 1-11 and how they are developed in Genesis 12:8-50:26.
- 3) In the third section, discuss how the promises are further developed and expanded in Exodus-Deuteronomy.
- 4) In the fourth section, discuss how the promises are further developed in Joshua-2 Kings.
- 5) In the fifth section, discussion how the promises are further developed in the books of Ezra, Nehemiah, Esther, Haggai, Zechariah, or Malachi.
- 6) In the sixth section, discuss how the promises relate to the NT
- 7) In a concluding section, explain why an understanding of the promises of Genesis 12:1-7 are important for understanding the theology of the OT. Make sure to also discuss how they are important to the life of a Christian in the 21<sup>st</sup> century.
- 8) For #'s 2-6 above, make sure to give an example of how each promise is exhibited in that section of biblical books (i.e. you do not have to show how each promise is developed in each book, but how each promise is developed in that section or cluster of books).

This paper follows the theological development of an OT theme. Thus, for each of the sections above, make sure to show how the promises of Genesis 12:1-7 are developed. The development of the promises may be seen by answering questions like:

- Are the promises applied in the same way in every section of the bible?
- Are the promises reinterpreted or reapplied to new contexts not foreseen in the original passage?
- What sorts of changes may be seen in how these promises are applied in subsequent biblical passages?

The primary purpose of this guided assignment is for you to independently synthesize and trace the development of this theme throughout the OT corpus. You may use your course textbooks as resources, but make sure to footnote all of the instances when you either quote from, or use ideas that come from these books. Make sure to give concrete examples from the various biblical books you refer to in order to illustrate your point.

**Due: Friday, November 23, 2012**

**Rubric for the Final Paper**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Identifies Issues/ Problems (if applicable)</b>	Demonstrates a clear and deep understanding of the exegetical issues related to the topic; clearly outlines the theological difficulty or tensions inherent in the topic	Demonstrates a good understanding of the exegetical issues related to the topic; outlines the theological difficulty or tensions inherent in the topic with clarity	Demonstrates some understanding of the exegetical issues related to the topic; presents an outline of some of the theological difficulties related to the topic	Fails to demonstrate an understanding of the exegetical issues related to the topic; fails to discuss the theological difficulty or tensions inherent in the topic
<b>Writing Quality</b>	Ability to write clearly and cogently using proper style (SBL Format/Turabian) . Provides support for positions from the biblical text; writing is well organized and builds to a definite conclusion; exhibits excellent spelling, grammar and syntax.	Ability to write clearly and cogently using proper style (SBL Format/Turabian) . Provides some support for positions from the biblical text; writing is generally organized and builds to a definite conclusion; exhibits good spelling, grammar and syntax with a	Ability to write coherently using proper style (some use of SBL Format/Turabian) . Provides some support for positions from the biblical text; writing not well organized but has a definite conclusion; exhibits adequate spelling, grammar and syntax.	An inability to write clearly. Does not provides support for positions from the biblical text; writing not well organized and has no definite conclusion; exhibits poor spelling, grammar and syntax.

		few errors.		
<b>Bibliography &amp; Footnotes</b>	Uses more than the minimum number of sources; uses excellent quality of scholarly sources; correctly footnotes source materials using correct SBL/Turabian form; accurately constructs bibliography	Uses slightly more than the minimum number of sources; uses excellent quality of scholarly sources; generally correct footnoting of source materials using SBL/Turabian form; bibliography has some mistakes	Uses the minimum number of sources; uses some good quality scholarly sources; spotty correct footnoting of source materials using SBL/Turabian form; bibliography has some mistakes	Uses less than the minimum number of sources; does not use quality scholarly sources; incorrect footnoting of source materials; does not use proper SBL/Turabian form; bibliography has some mistakes
<b>Identification of and presentation of the topic</b>	The student correctly identifies the theological issues; effectively traces the development of the topic in the OT; presents the topic in a clear, concise and logically organized manner	The student identifies the theological issues at stake in the passage; traces the development of the topic through some OT passages; presents the topic clearly	The student misidentifies some of the theological issues; partial presentation of the development of the topic in the OT; presents the topic in a haphazard and poorly organized fashion	The student has not identified the theological issues; a failure to discuss the development of the topic; presents the topic in an unorganized manner
<b>Deductive reasoning/ evaluation of sources</b>	Shows clear evidence of deductive reasoning; definition of problem and response clearly grounded in the	Shows evidence of deductive reasoning; definition of problem and response linked to the biblical text (and other ANE	Shows some evidence of deductive reasoning; some link between definition of problem and response	Shows little evidence of deductive reasoning; indicates incoherent link with the biblical text; resorts

	biblical text (and other ANE materials – where applicable);	materials – where applicable); evaluates sources, usually giving rationale for pros/cons	grounded in the biblical text. Reverts to inductive thinking unrelated to the topic on occasion; rarely evaluates sources; makes value judgments without supplying rationale	mostly to inductive thinking unrelated to the topic; does not evaluate sources; makes value judgments without supplying rationale
<b>Evaluation of Sources (for essay)</b>	Evaluates sources carefully, giving clear rationale for pros/cons and strengths and weakness of various positions; gives fair, balanced evaluation of options	Evaluates sources, giving some rationale for pros/cons and strengths and weakness of various positions; usually gives fair, balanced evaluation of options	Rarely evaluates sources, giving no clear rationale for exegetical choices or strengths and weakness of various positions; fails to give a balanced evaluation of options	Does not evaluate sources; fails to give a rationale for pros/cons and strengths and weakness of various positions; does not give a fair, balanced evaluation of options
<b>Accuracy and Thoroughness (for guided study assignment)</b>		Accurately identifies the promises of Genesis 12; gives appropriate examples of the theological development of these promises; gives appropriate examples of the development of the promises for each biblical area	Accurately identifies the promises of Genesis 12; gives inadequate examples of the theological development of these promises; fails to provide appropriate examples of the promises for each biblical area	Fails to accurately identify the promises of Genesis 12; does not give examples of the theological development of these promises; fails to trace the development of the promises in each biblical area

## **C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Your work should demonstrate the following characteristics:

### **1. General Characteristics**

In general, your work should exhibit the following characteristics:

Clarity – your work should be well organized and should make sense

Accuracy – your work should follow the instructions given and accurately represent the works consulted

Thoughtfulness – your work should reflect the mature fruit of your critical reflection upon the assigned topics/issues

Thoroughness – your work should reflect proper grammar, spelling and style

Conciseness – your work should be presented in a clear and succinct manner, following the guidelines given for the length of the assignment

### **2. Matters of Style**

You should submit written work in a style consistent with the model set out Turabian and the Chicago Manual of Style Online (see also the Chicago-Style Quick Guide, esp. ch. 14; for citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254). Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to the basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose, and should be clearly organized, argued, and presented.

### **3. Plagiarism and Honesty**

As followers of Christ, we are called, among other things, to live a life of honesty and integrity. This principle extends to integrity in one's written work as well. Plagiarism is the use of the work of another person without proper acknowledgement. Examples may include (but are not limited to): copying a sentence or part of a sentence from a book or article without properly citing the source, rephrasing another's work and passing it off as your own, or copying someone else's work and passing it off as your own. This means that when you directly quote someone else's words (e.g. "redemption is central to God's work in the OT") they must be placed in

quotation marks to indicate that the words are not your own and then give the source of the quote. Similarly, if you refer to a fact that is not common knowledge in a paper (e.g. the first mention of Israel outside the pages of the bible comes from the Merneptah Stele), the source of that idea needs to be cited. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever, and will automatically result in a grade of “F” for the assignment with no opportunity for resubmission.

Do not cut entire paragraphs out of books or articles and insert them into your paper, even if they are footnoted. Rather, summarize *in your own words* the important point (or points) that the author is making. Direct quotations should be used to illustrate main ideas you are trying to make or that an author you are citing is trying to make. An essay is not a series of long quotes strung together. Instead, it is your own personal reflection upon and assimilation of various sources in an attempt to compare, contrast, collate and then evaluate them in order to showcase *your own* reflections upon the subject and what you have learned about the topic.

#### **4. E-Mail Submissions and Late Policy**

Papers should be e-mailed to the professor (see e-mail address on p.1) no later than 11:59 PM on the due date. Paper should be submitted in MS Word or as a RTF file (NOT as a pdf file).

The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. An assignment will be considered late if it has not been received by the professor by 11:59 PM on the due date. Should this fail to occur, the following policy will govern the evaluation of your work:

For the first week late (or part thereof), the grade will be reduced by 10 %, a full letter grade (A- becomes B-). Thereafter, for each further week late, the grade will be reduced by 10%. Thus an assignment that is two weeks late will lose 20%, three weeks late 30 %. Paper will not be accepted after 3 weeks late and will receive a failing grade. Please note that deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late. Thus, it is better to hand in work that you do not feel is completely ready on time than to take the week’s extension in order to make small improvements.

Extensions may be available, but must be submitted and arranged beforehand with the instructor. Extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.

## 5. Marking Standards: General Principles

Marking standards follow the stated Tyndale academic policies. Generally speaking, assignments which satisfactorily meet the professor's expectations will receive a B/75% (i.e. a B is a good grade – students have completed the assigned work well).

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

- 1) Form and Presentation – thus, correct bibliographic form must be used
- 2) Number and quality of primary and secondary sources cited. A good general rule for a research paper is that the number of sources should at least equal the number of assigned pages for the paper (unless otherwise stated).
- 3) Thoroughness of historical, grammatical, syntactical, exegetical, and theological investigation. This could include, though not be limited to things like: doing your own word studies, research into background materials, examination of archaeological data, synthesizing your own research on a theological theme, etc.
- 4) Logical and methodological accuracy and consistency.
- 5) Use of foundational tools like: ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture, and sociology; specialized scholarly articles and monographs; interaction with major commentaries.
- 6) Quality and Clarity of written English.
- 7) Ability to carefully follow the assignment instructions.

## 6. Other

### 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 should consult the current Academic Calendar for Academic Policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted on [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar).

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Threaded Discussion Interaction	35 %
Discussion Summary 1	5 %
Discussion Summary 2	5 %
Bible Reading	20 %
Research Essay/Structured Paper	35 %
<b>Total</b>	<b>100 %</b>

#### Student Time Expectation Table

	<b>% of Grade</b>	<b>Average Time Required</b>	<b>Average Weekly Time Required</b>
Listening to Lectures	—	13 hours	1 hr/week
Bible Reading	20%	19.5 hours	1.5 hr/week
Online Discussion & Reading	35%	40 hours	4 hr/week
Discussion Summary (2)	10%	4 hours	2 hr/summary
Research Paper	35%	30 hours	As per student schedule
<b>Total</b>	<b>100%</b>	<b>116.5 hours</b>	<b>10 hr/week</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<b>Session</b>	<b>Topic</b>	<b>Bible Reading</b>	<b>Wright</b>	<b>Dempster</b>
Sept 10 -16	Introduction & History of to OT Theology	Genesis 1-11, 12, 22, 32		Dempster, 15-51
Sept 17 -23	History of OT Theology	Exodus 1-14, 32-34	Wright, 29-69	

Sept 24 -30	Theology of Genesis	Leviticus 1-10	Wright, 71-135	
Oct 1-7	Theology of Exodus, Leviticus & Numbers	Numbers 10-14, 21- 25		Dempster, 93-123
Oct 8-14	Theology of Deuteronomy, Joshua & Ruth	Deuteronomy 1-4, 12, 28 Joshua 1-8, 24, Judges 2, 6-8, 17-21	Wright, 189-264	
Oct 15-21	Theology of Judges, Samuel & Kings	1 Sam 15-17, 24-26,  2 Sam 7  I Kings 6-10  2 Kings 17, 25	Wright, 265-288	
Oct 22-28	<b>Reading Week Break</b>			
Oct 29 -Nov 4	Theology of Wisdom Literature	Job 1-2, 38-42, Song of Songs		
Nov 5-11	Theology of the Psalms	Psalms 1-8, 22-23, 93-99, 136-139		Dempster, 194- 202
Nov 12-18	8 <sup>th</sup> century Prophets (Isaiah, Hosea, Amos, Jonah, Micah)	Isaiah 6-11, 40-42, 52-53, 66  Hosea 1-2, Amos		Dempster, 172- 182
Nov 19-25	Pre-exilic Prophets (Nahum, Habakkuk, Zephaniah, Joel, Jeremiah)	Jeremiah 1-7, 28-34;  Habakkuk, Nahum	Wright, 393-420	
Nov 26 – Dec 2	Exilic Prophets (Ezekiel, Obadiah, Daniel, Lamentations)	Ezekiel 1-8, 33-39; Daniel 7-12; Lamentations	Wright, 421-453	
Dec 3-7	Post-Exilic Theology	Ezra 1-6, Nehemiah 1-6, 8-9, 13, Esther		Dempster, 213- 227

## V. SELECTED BIBLIOGRAPHY

Baker, David L. *Two Testaments, One Bible*. Rev. ed. Downers Grove: InterVarsity Press, 1976, 1991.

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### Helpful OT Websites

Make sure to check out the resources that can be accessed through the Tyndale website, in particular through the EBSCO and J-STOR sites.

<http://www.tyndale.ca/library/eresources/ejournals>

<http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/oldt>

#### General Theological Websites

[http://www.theologicalstudies.org.uk/theology\\_ot.php](http://www.theologicalstudies.org.uk/theology_ot.php)

<http://faculty.pepperdine.edu/cheard/iTanakh/texts/tanakh/index.htm>

<http://www.otgateway.com/>

<http://www.mccks.edu/academics/Internet%20Journals.pdf>

#### Biblical Archaeology

<http://www.bib-arch.org/>

<http://oi.uchicago.edu/research/>

<http://www.bibarch.com/research/Links.htm>

<http://christiananswers.net/archaeology/home.html>

#### Ancient Near Eastern Resources

<http://www.etana.org/abzu/>

<http://www.ancienttexts.org/library/mesopotamian/index.html>