COURSE DESCRIPTION

OT 458 is a study of the major theological ideas and themes of the Old Testament. The course will focus on Israel’s faith and its continuing significance for the church.

COURSE OBJECTIVES

The student will leave the course able to:

1. describe the varied approaches to Old Testament Theology as a field of study.

2. discuss the nature of God as presented in the Old Testament.

3. articulate the major themes of the Old Testament and their theological significance.

4. grasp more fully the story of Israel as the background of the New Testament, in particular the purpose of Israel’s election and the role of its messiah.

5. appreciate the place of the Old Testament as Scripture in the life and faith of the Christian church.

REQUIRED TEXTS


4. A book for review and class presentation: see options below.
COURSE REQUIREMENTS

1. **Attendance**: It is expected that students will attend each class session. There may be times when the student will miss class due to illness or other emergencies. In these cases please contact the professor by email as soon as possible, ideally before the class session if possible. Students may not miss more than one class, except for extreme circumstances.

2. **Class Preparation**: Students are expected to prepare for each week by reading the assigned pages on time as indicated in the course schedule.

3. **Participation**: Students are expected to contribute to class discussions on a regular basis.

4. **Quizzes**: Weekly quizzes will assess basic comprehension of the readings. Students must read the assigned readings before class and come to class prepared to take the quiz.

5. **Book Review**: Students will be assigned a book to review. The review should be 6–7 pages and include summary and evaluation.

6. **Book Presentation**: Students will present a 5-minute summary and analysis of their assigned book in class.

7. **Research Paper**: Students will write a 10-12 page research paper on the topic of their choice in consultation with the professor. Further instructions will be distributed in class. **Due Saturday, week 10.**

Papers should be double-spaced with one-inch margins, using 12-point Times New Roman font. Students must follow the style guidelines found in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (8th ed.; University of Chicago Press, 2013). Please contact me early in the course if you have questions about what is expected.

STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>15%</td>
<td>Class Preparation and Participation</td>
</tr>
<tr>
<td>25%</td>
<td>Weekly Quizzes</td>
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<tr>
<td>15%</td>
<td>Book Review</td>
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<tr>
<td>10%</td>
<td>Book Presentation</td>
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<tr>
<td>35%</td>
<td>Paper</td>
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GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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C = 76-73     C- = 72-70
D+ = 69-67    D = 66-63
D- = 62-60    F = 59 and below

LATE ASSIGNMENTS

All assignments must be completed on time. Assignments completed late will be accepted only on permission of the instructor and are subject to a 3% penalty per day. No assignments can be completed after the last day of the quarter without prior permission from the professor for an Incomplete. Such permission will not be granted unless the student can show good reason why he or she was prevented, beyond his or her control, from (unforeseeably) completing the assignment on time. Examples are serious illness or a death in the family. Difficulties such as being too busy, computer problems, and not anticipating the time required to manage job, family, and school responsibilities are not grounds for an Incomplete.

OTHER COURSE READINGS (Listed in order of course schedule)


BOOKS FOR REVIEW (Listed in order of course schedule)


Flood, Derek. Pages 1–46 in Disarming Scripture: Cherry-Picking Liberals, Violence-Loving Conservatives, and Why We All Need to Learn to Read the Bible Like Jesus Did. Metanoia, 2014.


**COURSE OUTLINE AND SCHEDULE**

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<tbody>
<tr>
<td></td>
<td></td>
<td>= 78 pages</td>
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<tr>
<td></td>
<td>Theology</td>
<td>= 116 pages</td>
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<td></td>
<td></td>
<td>=108 pp</td>
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<tr>
<td></td>
<td>Wisdom</td>
<td>= 92 pages</td>
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<tr>
<td>Week 5</td>
<td>The Hebrew Bible</td>
<td>Enns, Inspiration and Incarnation, 13-112 [100]</td>
</tr>
<tr>
<td></td>
<td>in Its Ancient</td>
<td>= 100 pp</td>
</tr>
<tr>
<td></td>
<td>Context</td>
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**Student Book Presentations**
1. *Four Views on the Historical Adam* [267]
2. Enns, *The Evolution of Adam: What the Bible Does and*
| Week 6 | Hermeneutical Issues | Reading the Hebrew Bible Today  
**Goldingay**, “What Difference Does It Make If You Are Premodern, Modern, or Postmodern?” [22]  
New Testament Use of the Hebrew Bible  
**Enns, Inspiration and Incarnation**, 113–66 [54]  
Reading the Hebrew Bible as Christians  
**Goldingay**, “In What Sense is it Appropriate to Read the Old Testament Christologically?” [5]  
Race and Gender Issues  
**Felder**, “Race, Racism, and the Biblical Narratives” [19]  
= 107 pages  
Student Book Presentations  
2. Duguid, Is Jesus in the Old Testament? [40] and David Murray, Jesus on Every Page [207] |
| --- | --- | --- |
| Week 7 | God’s Character; Troubling Texts | God’s Character  
**Lamb, God Behaving Badly**, 25–70 [45]  
**Goldingay**, “How Do God’s Love and God’s Wrath Relate to Each Other?” [13]  
Does God Change His Mind?  
**Goldingay**, “Does God Have Surprises?” [17]  
**Fretheim**, “The Repentance of God,” only 59–66 [8]  
**Lamb, God Behaving Badly**, 135–52 [18]  
The Conquest of the Canaanites  
**C.J.H. Wright, The God I Don’t Understand**, 76–110 [35]  
= 136 pp  
Student Book Presentations |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
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|          |                                | Judgment & Restoration  
*DOTHB*, “Zerubbabel” [4]  
*Patton*, “Ezra-Nehemiah and Restoration Prophecy” [20]  
  Kingship in Israel  
Routledge, ch. 7, “Kingship in Israel,” [13]  
Fitzmyer, *The One Who Is to Come*, 33-55 [23]  
  The Messiah  
Block, “My Servant David,” 17-56 [40]  
C.J.H. Wright, “Knowing Jesus,” 1-8, 27-28 [10]  
= 121 pp |
| Week 9   | Israel and the Nations         | Routledge, ch. 9, “God and the Future,” [50]  
= 147 pp |
| Week 10  | Jesus as Israel’s Messiah      | Jesus, the Messiah  
N.T. Wright, *Challenge of Jesus*, 34-95 [62 pp]  
  Jesus & God  
N.T. Wright, *Challenge of Jesus*, 96-149 [55 pp]  
= 117 pp  
Course Evaluation in Moodle |

Final paper due Saturday of Week 10.
PLAGIARISM

Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgment or documentation. Plagiarism may include, but is not limited to, the following:

- Submitting as one’s own material copied, borrowed, or purchased from some other source. This includes, but is not limited to, downloading term papers from the internet, purchasing a paper from a “term paper mill,” reproducing parts or all of an article or book section, copying another student’s paper, and so on.

- Copying verbatim or taking ideas from a source without providing documentation (i.e., footnote or quotation marks).

- Copying verbatim or taking ideas from a source and providing fraudulent or misleading documentation.

- Copying verbatim from a source without using quotation marks or a block quotation. When copied material is not properly identified with quotation marks, readers are led to believe that the material is the writer’s own words, when in fact it is someone else’s, which is the essence of plagiarism. Providing a footnote after copied material without using quotation marks is not adequate documentation and constitutes plagiarism.

- Paraphrasing material that is too close to the original, whether documented properly or not. A paraphrase is unacceptable if it merely changes a few words or transposes phrases or sentences in the original source, but retains the bulk of the text as it originally appeared.

Since plagiarism is a form of claiming for ourselves what belongs to another, it constitutes an infringement on someone else’s intellectual property and is a form of stealing. It is a very serious violation of Christian ethics and raises profound questions about fitness for Christian ministry. The seminary takes these matters extremely seriously and will take disciplinary action against those who engage in plagiarism.

It is sometimes difficult to know whether or how to acknowledge and document certain kinds of material. When in doubt, consult Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed., 2013, especially those sections dealing with using quotations and footnotes. Students are expected to know and follow the guidelines in Turabian. Ignorance of them is no excuse.
NOTE: All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Diploma/Certificate Student Course Requirements**
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu). The evaluation will be open at the end of the course. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.