

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University
Springfield, Missouri

BOT 530 OLD TESTAMENT INTRODUCTION
Three Credits
Online Version

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January 8 – March 5

I am generally available for appointments, by phone or in person, 8:00am – 5:00pm, M – F. However, I have classes and meetings; so, please e-mail ahead so I can confirm that I will be present at the specific time desired.

COURSE SYLLABUS

MISSION STATEMENTS

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Assemblies of God Theology Seminary exists to shape servant-leaders with the knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

COURSE DESCRIPTION

An introduction to graduate study of the Old Testament, focusing on major background information, the critical issues in the discipline of Old Testament studies, and a summary of the most significant contents and concepts of the OT, to enable students to pursue further study of the Old Testament, at a graduate level.

TEXTBOOKS

Cotton, Roger D. *BOT 530 Old Testament Introduction Handouts 2016-17*. Springfield, MO: to be posted on the Evangel University Course Commons and portal.

Walton, John H. *Chronological and Background Charts of the Old Testament*. Rev. ed. Grand Rapids: Zondervan, 1994. ISBN 0-310-48161-9

Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. Grand Rapids: Baker, 2006. ISBN 978-0-8010-2750-5

Williams, William C., ed. *They Spoke From God: A Survey of the Old Testament*. Springfield, MO: Logion Press/Gospel Publishing House, 2003. ISBN 0-88243-694-5

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

COURSE OBJECTIVES

Upon completion of this course, the participants should be able to:

1. Construct a brief historical framework of the major events in the history of Israel including where all the writing prophets fit and the succession of ancient Near Eastern empires from the monarchy to the advent of the Roman Empire.
2. Define the cultural background concepts and practices that are significant for understanding major Old Testament teachings.
3. Explain and evaluate the major historical, critical, and interpretative issues involved with the books of the Old Testament.
4. Summarize the message of the whole Old Testament and the major theological concepts taught and assumed, throughout, that are essential to understanding and applying it to the lives of Christians.
5. Distinguish the main features and principles of each genre of the Old Testament literature that must be understood for valid interpretation of the author's intended meaning.

COURSE REQUIREMENTS and POLICIES

The following are policies and requirements for the course in general. Specific content and assignment directions will be given later in this syllabus.

- All assignments are due on the date and time specified in this syllabus, on the Course Commons Course Calendar, and in the various weekly folders.
- All students are expected to communicate with the teacher any concerns, technical difficulties, and/or questions they may have via the General Q&A Discussion Forum, emails, phone calls, or face-to-face appointment. It is possible that there are errors in the instructions for this course so the student should feel free to raise questions.
- Late work will be accepted but may be penalized one grade level per day late, such as from a B to a B-. If you have had an emergency, please explain it to the professor.
- Students are expected to have (and use):
 - Daily computer access
 - Daily internet access
 - Evangel Email and Course Commons
- All assignments need be submitted in .docx or .doc format (MS Word 07/10/13 or later).
 - Microsoft Office 2013 is available on all Evangel campus computers and as a free download for all Evangel students. Please contact the Evangel IT Helpdesk for more information.
 - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: [Google Docs Sign-in](#)
- All students will submit homework as directed:
 - Via Course Commons assignment
 - Submission through Course Commons quizzes
 - Post via Course Commons discussion
 - Suggested web browsers:

- Mozilla Firefox: <https://www.mozilla.org/en-US/firefox/new/>
 - Google Chrome: <https://www.google.com/chrome/browser/>
- If the student needs to send something by mail, the seminary address is:
- Roger Cotton
Assemblies of God Theological Seminary
1435 N. Glenstone Ave
Springfield, MO 65802

COURSE METHODOLOGY

This course will be offered completely online through the Canvas learning management system (LMS). The professor will utilize readings, discussion forums, writing assignments, and possibly assessment instruments to achieve the course objectives.

All the course materials including any document files are available through Canvas under the Course Content link. Course grades will be posted using the Canvas Grade Book (see Course Tools, My Grades).

Students should know, when planning their work, that the weekly modules are not all equal in the amount of time they will take the student to do the reading and then the written work. I advise you to look ahead if your schedule is going to be tight.

How to accomplish each week's work:

1. Complete the readings, including the Introduction for each week.

The readings for this course are NOT all to be done for detailed recall. Most are to acquaint the student with the issues, kinds of arguments, thinking process, and kinds of information and sources available. Looking ahead at the assignments will help the student determine what to look for in the readings. Beyond that, the student should simply be alert for the material that might help them in their use of the Old Testament in their life and ministry.

2. View any recordings of the resident class session if available. This is not an absolute requirement because there could be problems with availability. But, if available these would be very helpful to hear the professor present much of the material dealt with in this syllabus.

3. Participate in any discussion forums required, within CANVAS. Discussion forums will have **initial posts due by Friday** of that week of the course, **by 7:00 pm**, and responses to at least two other posts due by Monday at midnight, when the other assignments are due. Students are expected to participate by sharing their thinking on specific issues and interacting with other students' thinking, using the Canvas discussion forum. Postings of the student's thoughts on the subject assigned are usually only to be a paragraph of roughly 100 words. The points will be scored for the quality of the student's thinking and communication, for both your posting and your responses to two other students' postings. Those responses need only be a few sentences each. The forums are a place for interaction among the course participants, providing opportunities for sharing and sharpening each other's thinking and observations. The course instructor will check the discussion boards regularly and participate in the discussion as needed.

4. Complete all writing assignments by midnight each Monday (the weeks of this online course begin on Tuesday and end on Monday).

Note, again, that Discussion Forum postings need to be up by Friday and then responded to by Monday.

See INSTRUCTIONS FOR WRITTEN WORK SUBMITTED TO ROGER COTTON, near the end of this syllabus. If you use any sources besides the readings specified make sure they are credible scholarship and list them at the end of the assignment.

5. Check Email regularly, on your Evangel email account, during the work week for announcements, course communications, reminders, and answers to specific questions, submitted by the course instructor. Emails to the professor should contain the course code (BOT 530), and a brief reason for the email in the subject line.

The professor will commit to responding to emails within 24 hours of receipt, except on weekends. He will try to check and respond by Sunday at 10:00 pm. Generally, he will respond more quickly.

6. Be aware of Cotton's approach to grading: The various assignments are graded on the basis of how carefully the student followed the instructions and showed good thinking about what the readings said. You are not required to agree with the professor but you must be well aware of his teaching and able to explain any significant disagreement. If you have any doubt about the instructions feel free to contact the professor. The definition of each letter grade is explained in the seminary catalogue and student handbook.

7. Understand Course Commons: (the following material is provided courtesy of Dr. Randy Walls)

This course will use Evangel's new online system, Course Commons, powered by the Canvas Learning Management System.

A link to Course Commons is available on the Evangel Student Portal or directly at:

<https://courses.evangel.com/>

Use your Evangel username and password to login.

To access the course, hover over or click Courses at the top of the page after logging in.

1. Course Commons Access:

a. Before the class starts:

- i. Students will have access to Course Commons and this course seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor.
- ii. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked and all submitted work will be lost.

b. After the class is over:

At the end of the course, students will have read only access to Course Commons; students will be able to view course materials and grades, but not submit or change what has happened. If you have questions about submitted work on Course Commons after read only access is given, please contact your instructor directly.

2. Course Content:

- a. All course content (syllabus, modules, course materials, dropboxes, quizzes, exams, discussions, grades, etc.) will be



located on the navigation

pane on the left hand side of our course.

The Navigation pane may differ from course to course.

- b. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.

Home
Syllabus
Modules
Announcements
Assignments
Discussions
Quizzes
Grades
People
Chat



3. Personal Settings:

- a. After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings.
- b. Add in a profile picture of yourself (Smile!)
- c. Set your notifications: set how you'll be notified (EU email, personal email, text, Facebook, Twitter, etc.) and how often.
- d. Need help figuring out how to do all that? Be sure to check the Canvas Help Guides or go here: [Navigating Your Canvas Profile](#)

4. Help:

- a. Course Commons Help can be found by clicking the Help button in the upper right corner after logging in. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets are through Canvas.
- b. Be sure to look at the Canvas Student Quickstart Guide:

[Canvas Student Quickstart Guide](#)

By clicking Help, you'll be able to...

- i. Submit a question directly to your instructor
- ii. Access Canvas Help Guides
- iii. Submit a Course Commons Helpdesk Ticket

Direct Link - Canvas Help Website: <https://help.instructure.com/home>

Help
Ask Your Instructor a Question <i>Questions are submitted to your instructor</i>
Search the Canvas Guides <i>Find answers to common questions</i>
Report a Problem <i>If Canvas misbehaves, tell us about it</i>
Ask the Community <i>Get help from a Canvas expert</i>
Request a Feature <i>Have an idea to improve Canvas?</i>

5. Course Commons Troubleshooting:

- a. Question about a quiz or course content? Contact your instructor, first!
- b. Technical question about the Course Commons? Click Help and submit a ticket through Report a Problem.
- c. Can't access Course Commons? Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or helpdesk@evangel.edu (email) or help.evangel.edu (web)

COMMUNICATIONS:

- Email: Students should daily check their Evangel University email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel's Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp>).
 - Emails to the professor should contain the following:
 - The subject line of any email should contain the course code, the student's name, and a brief reason for the email.
 - The body of any email should contain proper grammar, punctuation, and be in complete sentences.
 - Please be descriptive as to the reason for the email.
 - CANVAS email:
 - Students can send email to the course instructor through CANVAS.
- Discussion forums: There will be some discussion forums throughout the course. Content forums will have interaction directions posted within the forums. A general discussion forum will be created to provide students a setting to ask general course questions.
- Online Chat: Students may interact with the professor via CANVAS's online chat capabilities by prior appointment.
- Phone/Online and Face-to-face Meetings: Phone and Online conversations and face-to-face meetings may also be pre-arranged by appointment. Please contact the course professor for available times. If not already available to the student Skype may be downloaded for free at <http://skype.com/>.
- Course Announcements: Course announcements will be posted as needed on the CANVAS homepage. Please check them regularly.

What you the student can expect of the professor:

- Emails: All student emails will be answered within 24 hours of receipt.
- Discussions: The professor will interact with student postings as required and needed.
- Online Chat: The professor will be available by appointment through the Canvas online chat.
- Phone/Online and Face-to-face Meetings: The professor will be available for phone/online conversations or face-to-face meetings by prior appointment. Face-to-face meetings will be conducted in the professor's office during regular office hours.

After hours meetings will be conducted in a public meeting space by prior arrangement.

- Course Announcements: Announcements will be posted regularly on the course CANVAS homepage. Any change in the course schedule, or assignments, will be posted in the announcements section of the CANVAS course homepage at least 12 hours in advance.

INSTRUCTIONS FOR WRITTEN WORK SUBMITTED TO ROGER COTTON:

All work for me must be typed, double spaced (except for online submissions on Course Commons), with one-inch margins and the right margin NOT justified, and be proof-read. Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White or *Getting the Words Right* by Cheney). The format should follow Turabian 8th edition. I especially want signed articles in books such as encyclopedia articles, word studies, and other multi-author works to be listed according to 17.1.8.2. Not following this could cost the student an A grade. When you need to cite a source you may choose which one of the three citation methods in Turabian you prefer to use: foot notes, end notes, or parenthetical. **For assignments with specific readings**, no bibliography is needed unless you want the professor to know about *additional* reading you did. If you need to cite a source that was assigned, just put the last name in parentheses with the page number. The length of written assignments may exceed the limit by up to 25%. Assignments are due at the beginning of the class on the due date or the grade begins to drop (see above for late work). **If you do not have an assignment finished when it is to be discussed in class you may not participate in the discussion** of the assignment if you plan to turn it in. Put the following information at the top of the first page or on a title page: Name, assignment, course, my name, date. Do not put anything but the page numbers at the top of the other pages. No title page is needed for work under 4 pages. I recommend using the program *Grammarly*, and using an editor if necessary, to bring your English style up to the appropriate quality.

ACADEMIC INTEGRITY:

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at: http://www.agts.edu/community/student_handbook/2010studenthandbook.pdf

COURSE SCHEDULE

Week	Dates	Lesson	Assignments	Due	Points
Week 1A	January 8-15, 2018	<i>Course Overview and What is the Old OT Testament?</i>	Discussion Forum (DF), Short Answers, (Sh/Ans), Essay	Monday, January 15, 11:59PM (all due dates are Mondays, by Midnight except for initial DF postings- -Fridays)	3, 18, 10
1B		<i>How Do We Interpret the Old Testament?</i>	Sh/Ans, Word Study		12, 16
Week 2A	Jan 16-22	<i>How Do the Creation and the Flood Accounts in Genesis Compare to Those in the ANE and How Do They Relate to Modern Science?</i>	DF, Comparison Chart, Essay		4, 12, 10
2B		<i>What is the Overview of the Message and Story of the Old Testament and the Relationship to the Books?</i>	Sh/ Ans, Sh/Ans, Essay,		3, 8, 10,
Week 3A	Jan 23-29	<i>What are the Major Points of the ANE Historical Background of the Old Testament up to the Exodus, Principles of Archaeological Study, and Facts of the Geography/Map of the Near East?</i>	Sh/Ans, Map, Matching		14, 27, 17
3B		<i>What are the Contents and Issues of the Books of the Pentateuch?</i>	Sh/Ans, Sh/Ans, Essay		14, 8, 10
Week 4A	Jan 30-Feb 5	<i>What are the Issues of the Exodus and is the Concept of</i>	DF, Sh/Ans, Sh/Ans, Sh/Ans		4, 10, 6, 9

		<i>the Covenant between the Lord and Israel?</i>		
4B		<i>What are the Nature and the Purpose of the Laws of the Pentateuch (of Moses) and How do They Compare to the Laws of the ANE?</i>	Essay, Sh/Ans,	7, 8,
Week 5A	Feb 6-12	<i>How Should We Understand the Holiness and Ceremonial Laws?</i>	Sh/Ans, Essay	9, 15
5B		<i>What are the World View and Practices of the Religion of the ANE Peoples and The Comparison to Those of the OT?</i>	Sh/Ans, Sh/Ans, Essay	5, 10, 8
Week 6A	Feb 13-19	<i>What are the Issues and Contents of the Poetry and Wisdom Books?</i>	Sh/Ans, Sh/Ans, Essay,	4,15, 8,
6B		<i>What are the Important Points and Issues of the History of Israel From the Pentateuch Through Solomon?</i>	Essay, Sh/Ans, Essay	7, 3, 8
Week 7A	Feb 20-26	<i>What are the Important Points and Issues of the History from Solomon to the End of the OT, Including the Contexts of the Books of the Prophets?</i>	DF, Time Frame Chart, Sh/Ans,	10, 15, 6,
7B		<i>What are the Important Points and Issues of the Prophets of the OT?</i>	Essay, Sh/Ans,	10, 13
Week 8	Feb 27-Mar 5	<i>Concluding Reading Synthesis</i>	Essay, Sh/ Ans	50, 4

COURSE ASSIGNMENTS INSTRUCTIONS:

Week 1 — January 8-15, Part A: Course Overview and What is the Old Testament?

Assignments:

1. Discussion Forum (DF) Posting (for Friday) (3pts):

- a. Post around 200 words on who you are to **introduce yourself** to the professor and other students. You do not have to use whole sentences for this. Include where you grew up, where you live, spouse and children, what your undergrad degree is and from where, what you do for a living, what your current ministry is, why you are at AGTS, and any thoughts about further ministry. Do you consider yourself experientially Pentecostal or

charismatic or not? Do you have any background that helps you in the study of the OT? What are the most important things you want people to know about you, and your favorite thing to do. Please **post by Friday, Jan 12 at 7:00 pm.**

In addition to your post, read the other students' posts. To help initiate some interaction, each student is required to reply to at least two of your peers' posts with comments, further inquiries, or dialogue. This is not really graded but you receive 3 pts when it is completed. Besides helping us get acquainted, the intent of this exercise is to familiarize you with the actual discussion forum posting and response mechanism.

- b.** Read the other students' posts. Respond to at least two of them with comments, further inquiries, or dialogue, **by Monday Jan 15, at midnight.**
- c.** Besides helping us get acquainted, the intent of this exercise is to familiarize you with the actual discussion forum posting and response mechanism. Since this is a personal posting and relational response it will not be graded.

2. Overview the course:

Read the syllabus and the following two handouts on *Expectations for Graduate Students* and *Characteristics of Participation in a Pentecostal Class* and ask any questions you have about what is expected in the course. (Italics will be used for the titles of the handouts articles throughout this syllabus, even though the correct style is quotation marks.)

3. Readings:

- a.** Introduction to Week 1A
 - b.** Williams: Foreword, Preface, Chapter 1
 - c.** Walton *Charts*: pp. 12 , 90-93
 - d.** Handouts:
 - What Do We Need to Know to do Graduate Level Study?*
 - Definitions for Biblical Studies*
 - The Relationship of Theological Disciplines*
 - Basic Resources for OT Studies*
 - Various Terms used in OT Studies*
 - Canon of the OT: Hebrew, Protestant, Catholic*
 - Dict. of OT (from IVP): Pentateuch article on Textual Criticism*
 - Keeping Grandmother's Pie Safe*
- Be aware of and be sure to follow, as needed, the handouts on writing and bibliographic form. (Some of the handouts in the book for this course are for the general benefit of the student and for any future OT studies.)
- OT Biblical Concepts in Cotton's Words*

4. Short Answer definitions of key terms: The Canon and Text of the OT (18 pts)

Write a simple definition that gives the significance of each of the terms below that you could use in teaching others, including a sentence or two telling why knowing each of these is helpful for the study of the OT. For example: knowing that Canticles (of Canticles) is the Latin for the Song of Solomon, also called the Song of Songs, helps when dealing with literature or people from a tradition that uses that title. The listed readings

should be sufficient for this assignment.

- a. Qoheleth
 - b. 1, 2, 3, 4 Kings (Reg. is the abbreviation for the Latin for these books) in a Catholic Bible
 - c. the Septuagint (designated by LXX)
 - d. the Dead Sea Scrolls (DSS)
 - e. the MT
 - f. TANAK
 - g. textual criticism
 - h. Be aware of the three divisions of the books in the Hebrew Bible and how different the Jewish organization of the books is from ours. Also, note that Jesus refers to it in Luke 24:44. State which division of the Hebrew Bible each of the following is found in: Joshua, Kings, Ruth, Chronicles, Lamentations, and Daniel.
 - i. Which two OT books contain sections in Aramaic as well as Hebrew?
- 5. Essay: The Authority of the Old Testament (10 pts)**
Write around 200 words on your view of the divine inspiration and authority of the Old Testament, in regard to your life and ministry. Do you consider all the OT books of the protestant canon to be fully authoritative for you as God's Word? How do you generally see that authority working—how do you submit to what such ancient books say, as God's Word for you, in general terms?

Week 1, Part B: How Do We Interpret the Old Testament?

Assignments:

1. Readings:

- a. Introduction to Week 1B
 - b. Williams: Chapter 1, pp. 50-55; Chapter 2, pp 64-65
 - c. Walton *Charts*: pp. 34, 94-95
 - d. Handouts:
 - Principles to Remember About Bible Translations*
 - Translation Continuum of different versions*
 - The Pendulum Swing of Biblical Interpretation*
 - The Bible Text and Critical Methodologies* (also see extra document from Hernando *Hermeneutics* book chapter on *Interpretive Approaches*)
 - Determining the Meaning of a Bible Passage*
 - Hermeneutics summary chart*
 - Literary Clues to a Bible Writer's Intended Theological Meaning*
 - Basic Exegesis Guidelines*
 - Deciding Among Exegetical Options*
- Be aware of the handouts on flow of thought diagramming.
Look over the handouts on word studies. The last two of these are on the Genesis 6:1-4 assignment.
For future OT studies be aware of *OT Commentaries Recommended*, *Checklist of Tools for Biblical Research*, *Doing Biblical Theology on an OT Passage*, and *Studying a Theme of OT Theology*.

2. Short Answers: Information Needed to Interpret the OT and Critical Approaches (12 pts)

- a. What general kinds of information do we need in order to interpret any Old Testament passage accurately? (Cotton sees four kinds) You are not required to summarize them his way.
- b. Summarize, in a few sentences, your general view of using the critical approaches/methods that scholars use. (Do NOT discuss each method, individually). What value do you see in them, in general terms? What should be the purpose of using them for a person who believes in the divine inspiration/authority of the Bible?

3. Word Study: God “repented,” “regretted,” or “grieved” (16 pts)

Write a 2- 3 page (double spaced, around 600-900 words) word study (see instructions and examples in Handouts) on the Hebrew word in Gen. 6:6 for “repented” in KJV, “grieved” in the NIV, 1984 edition, “regretted” in the NIV, 2011 edition, or “was sorry” in the ESV, not the “grieved” word in ESV or in KJV. Your study should end up answering the question of in what sense did God “repent” or was He “sorry” that He made humans. The main two tools are a Hebrew concordance and the article in NIDOTTE (*New International Dictionary of OT Theology and Exegesis*, which uses the NIV numbering system). The recommended Hebrew concordance is the *Hebrew English Concordance to the OT with the NIV*. It uses a number system for the Hebrew words. To get the number for the Hebrew word be sure you use the English concordance for the English Bible version that you are using and that can get you to the NIV number system for the Hebrew words. Be aware that there are two different NIV translation editions, 1984 and 2011. You must be sure you are using the concordance of the edition you are reading. For KJV there is the *Englishman’s Hebrew Concordance* keyed to Strong’s numbers for the Hebrew words. You may use a computer concordance program if it searches on the Hebrew word (this is sometimes done through Strong’s number for the Hebrew word). Also, **tell the professor at the end of your word study whether you read the NIDOTTE article for this Hebrew word.**

Week 2 — Jan 16-22, Part A: *How Do the Creation and the Flood Accounts in Genesis Compare to Those in the ANE and How Do They Relate to Modern Science?*

Assignments:

1. Readings:

- a. Introduction to Week 2A
- b. Williams: Chapters 2 and 3
- c. Walton *Charts*: pp. 14, 80, 81, 97, 98, 100, 101
- d. Handouts:
 - World View vs. World Picture*
 - Genesis 1-11 in Relation to Science*
 - Summary of Cotton’s View of the Issue of the Days of Creation*
 - Old Testament Parallels: creation and flood stories*
 - Genesis 1-11 and the ANE from Wenham’s commentary*
 - Ancient Parallels to Flood Story from Wenham’s commentary*

*The Bible In Its World, by Kitchen, on the Flood
Essay on the Nephilim and Diagram of Gen. 6:1-4*

2. DF: Is Evolution Incompatible With the Bible? (4 pts)

Briefly summarize your answer to this current question: Can a person believe Genesis is God's Word and believe in the theory of evolution as a physical process (not as a philosophy)? Do not worry about detailing all your reasons but only state them generally. Do not overreact to the views of other students but seek to understand their reasoning and views of both Genesis and of evolution.

3. Comparison Chart: The Flood in Genesis vs the ANE Stories (12 pts)

- a. Compare the Genesis account of the Flood with the ANE story. Read the excerpts from Gilgamesh and Atrahasis flood accounts from *Old Testament Parallels* by Matthews and Benjamin in the Handouts. Watch for the similarities to and the differences from Gen. 6-9.
- b. Read these handouts: *Wenham's commentary on Gen. 1-15* in Word Biblical Commentary Series, pp. xlvi-1, 159-166; Kitchen, *The Bible In Its World*, pp. 27-30; and *Walton's chart* in his book of charts, p. 81.
- c. Turn in your own chart of similarities but mostly your detailed differences between Gen. 6-9 and the ANE flood accounts of Gilgamesh and Atrahasis (you may consider them together as one Mesopotamian tradition). Your list should include Walton's items but make your own additions to them and any changes of wording that you prefer. Wherever your chart differs from Walton's chart use *italics* or **bold**. I especially would like to see you make some observations on the implications of the ANE statements, such as how the shape of the ark would affect it in the storm. Therefore, the grading of the chart will focus on *additions, improvements to, and comments on Walton's chart*, from your careful reading and interpreting of the texts, and from the observations of scholars.
- d. Then, WRITE your summary in around 150 words or so of what is the relationship between the ANE flood story and Gen. 6-9. Assume that the copies of the ANE flood accounts are older than our copies of the OT. (Does that really matter?) State why there are similarities. State briefly what you see as significant about the *differences* between the two accounts. Answer the question: Did either writer copy from the other? Explain briefly for a layperson your view of the divine inspiration of Gen. 6-9 in relation to other flood accounts outside the Bible?

4. Essay: Essential Points of Genesis 1-11 (10 pts)

Write around 300 words on the major points you believe are essential for Christians to agree on concerning Genesis 1-11 and why? You may just briefly state and explain each point, and there need only be 3-6 or so points.

Week 2, Part B: What is the Overview of the Message and Story of the Old Testament and the Relationship to the Books?

Assignments:

1. Readings:

- a. Introduction to Week 2B
- b. Williams: Look at all the chapter titles and what OT books they cover.
- c. Walton *Charts*: pp. 107, 113
- d. Handouts:
 - Overview of The Bible chart*
 - Foundational and Essential Truths of OT Theology*
 - Kaiser on Mission (and Messiah) in OT*
 - Keys to Unlocking the OT*
 - Overview of the Kings Prophets and Empires of OT History*
 - Summaries of the Messages of the Books of the OT*
 - Seeing the Four Blocks of the OT Books in the Big Picture*

2. Short Answer: The Message of the Old Testament? (3 pts)

State the purpose and message of the OT, in one or two sentences, in terms that relate it to the NT Christian but using only language that the OT people would have understood.

3. Short Answers: Messages of Selected Books (8 pts)

Read about one of the following three OT books in Williams and the handouts, “Messages of the Books of the OT” and “Seeing the Four Blocks of the OT Books in the Big Picture”:

1 and 2 Chronicles together as one, Obadiah, or Ecclesiastes. Summarize in one sentence the content of and then in another sentence the theological message of the book you chose in a way that relates to the rest of the OT and to God’s salvation plan. For example, Lamentations is a poetic book, seemingly by the prophet Jeremiah, that is a song of mourning over the destruction of Jerusalem. The message is the seriousness of the Lord’s judgment on His missionary people, Israel, for their unfaithfulness, but also the hope of His forgiveness for the repentant and hope of His salvation plan continuing because of His amazing love. Great is His faithfulness, 3:23.

4. Essay: OT Passages of the Message (10 pts)

State your summary of God's message in the Old Testament in one sentence. The list the 4-10 most significant OT passages you would use to overview the message and purpose of the OT, with a brief explanation (a sentence or two) of the significance of each?

Week 3 — Jan 23-29, Part A: What are the Major Points of the ANE Historical Background of the Old Testament up to the Exodus, Principles of Archaeological Study, and Facts of the Geography/Map of the Near East?

Assignments:

1. Readings:

- a. Introduction to Week 3A
- b. Williams: Chapter 4; Chapter 5, pp 178-183
- c. Walton *Charts*: 13, 15, 60, 61, 64, 76-78, 82, 116
- d. Handouts:
 - Map of ANE*
 - Map of Israel (topography)*

Cross-section of the Holy Land
ANE Historical Framework
Basic Archaeological Principles and Terms
Basic Geographical Principles and Terms

2. Short Answers (need not be sentences): **Geography of ANE** (14 pts)

- a. What is a good round number for a reference date to associate with the life of Abraham?
- b. Mesopotamia refers to what?
- c. Is Jerusalem on a plain or in hills?
- d. What are the three major broad historical-cultural-geographic regions of the Near East that are directly related to the history of Israel in the OT?
- e. What are the three major factors in the choice of a location of a city in the ANE?
- f. What is the nature and significance of a city gate in the ANE?
- g. What area of the U.S.A. has a climate similar to that of Israel?
- h. What are the elevations of Jerusalem, Jericho, the lowest point in the Dead Sea, the Sea of Galilee, and Mount Hermon?
- i. What are the distances from Dan to Beersheba, from Jerusalem to the Mediterranean Sea, from Jerusalem to the Sea of Galilee, and from Jerusalem to Babylon?

3. Map: Map of the ANE (27pts)

List these with their number from the map in the course documents.

- | | |
|-----------------------------|---|
| - Ninevah | - name the three continents that meet at Israel |
| - the city of Babylon | - Ebla |
| - The River (the Euphrates) | - Ur |
| - Persia | - Haran |
| - Ugarit | - Tyre |
| - Damascus | - Moab |
| - Edom | - Jerusalem (2pts) |
| - Samaria (city) | - Megiddo |
| - Sinai | - the Negev |
| - Mesopotamia | - Philistia |
| - Aram | - Sea of Galilee |
| - the Transjordanian region | - Jordan River |

You may identify up to three additional items on the map for bonus points that are significant for OT studies. To indicate these to the professor you will need to describe roughly where each is in relation to a number already on the map such as "about 1 inch due east of # 20, at the river." (unless you scan and send a copy)

4. Matching/Identifications: ANE History, Archaeology, and Geography (17pts)

1. a tell
2. ostraca
3. LBI
4. Albright
5. Aram
6. Ebla
7. Ugarit
8. the Levant
9. Mari
10. a wadi
11. the Hittites
12. cuneiform
13. the Sumerians
14. stratigraphy
15. pottery typology
16. Chaldean
17. the latter rain

(One of the descriptions below, Q or R, is not used and the other is.)

- A) An ancient city-state in northern Syria whose library of many large cuneiform tablets, uncovered in the 1970's, from the mid third millennium BC, a few centuries before Abraham, showed a great trade empire and well-developed urban society, possibly populated by ¼ million people.
- B) A city on the northern Mediterranean coast of Palestine whose religious epic texts from the mid-second millennium BC shed light on the Canaanite religion and culture and the poetic style of a Semitic language related to Hebrew.
- C) The name of the people who occupied eastern Asia Minor in the mid second millennium BC, and spoke an Indo-European language. Their treaties with Egypt and others shed light on the Sinai Covenant.
- D) A city on the Euphrates, occupied by Amorites in the 18th century BC, whose tablets shed a lot of light on the economics and culture of Mesopotamia, especially information about nomadic peoples in the period of the patriarchs, as well as references to ANE prophecy.
- E) The archaeological period in which the early date for the Exodus occurs.
- F) The term for pieces of broken pottery, very common in Near Eastern archaeological sites, which were used to write things on as well as for other purposes.
- G) The Hebrew word for Syria including the area from Damascus to Haran.
- H) The term for a mound produced by the remains of an ancient city which had been destroyed and rebuilt in successive layers.
- I) The term for a person of Babylon and also used to be used to refer to the Aramaic language.
- J) One of the ways archaeologists do relative dating of sites based on their understanding of the time periods and places where certain styles and forms of vessels were made and used.
- K) One of the most famous archaeologists who worked in the region of Israel and Palestine, who pointed out many correlations with what the Old Testament describes.

- L) Ancient writing using a stylus with a wedge shaped end to mark on clay tablets, mainly in Mesopotamia, and mostly in syllabic symbols.
- M) The politically neutral geographical term for the lands along the eastern end of the Mediterranean Sea, containing Syria, Lebanon, Israel, and Jordan and may be used to avoid the term Palestine.
- N) A dry creek bed, usually a ravine or gorge, throughout much of the Near East, which only runs with water during the rainy season.
- O) One of the most ancient of civilizations, from where the Euphrates River empties into the Persian Gulf, with an amazing culture and which produced the first lingua franca that we know of, a very unique, nonsemitic, language.
- P) The most logical and common way of dating (relatively) the finds in archaeology, which carefully documents the location of everything dug up according to levels/layers of the dig. This method works with a cross section of an ANE city mound, which looks like a multi-layered cake.
- Q) the fall rains that come at the end of the dry summer.
- R) the spring rains that ripen the harvest of winter wheat.

Week 3 Part B: What are the Contents and Issues of the Books of the Pentateuch?

Assignments:

1. Readings:

- a. Introduction to Week 3B
- b. Williams: Chapters 2-8 to overview contents of the Pentateuch
- c. Walton *Charts*: 108
- d. Handouts:
 - Summaries of the Messages of the Books of the OT (Pentateuch)*
 - The Name of God in the OT*
 - Wenham on JEDP Theory of sources, from his Genesis commentary*
 - Wenham article on Method in Pentateuchal Source Criticism*
 - Pentateuchal Criticism by Hummel on Mosaic authorship*
 - Chart of the Composition of the Torah (JEDP Theory), by Larue*
 - The Undead Hypothesis article by Garrett, on the JEDP theory*

2. Short Answers: The Pentateuch Contents (14 pts)

- a. Give the basic outline of the major divisions/subjects of the books of the Pentateuch. I recommend: 2 divisions for Genesis and the second one listing three people whose stories are the focus; three divisions for Exodus, two divisions for Leviticus; three divisions for Numbers; and four or so for Deuteronomy. Give summary titles for each division showing what is covered in them.
- b. Point out what, in the ANE, the structure of Deuteronomy is very similar to.
- c. Explain briefly who Ephraim and Manasseh are, why they are counted as receiving land with the other 11 tribes of Israel and why there aren't then 13 tribal territories.
- d. Briefly tell who Melchizedek was?
- e. Briefly tell who Hagar was and what is significant about her story.

3. Short Answers: Identification of Pentateuch Passages (8 pts):

Name the book and chapter in which each of the following is found in the Pentateuch

(three of the five books are used twice):

- a. The giving of the Decalogue and the covenant at Sinai.
- b. God's call for circumcision of heart.
- c. The stories of the faith journeys of Abraham and the patriarchs.
- d. The filling of the 70 with the Holy Spirit on Israel's journey in the wilderness.
- e. The command to love your neighbor as yourself.
- f. The Aaronic Blessing: "May the Lord bless you and keep you. May the Lord . . ."
- g. The construction of the Tabernacle.
- h. The Shema: "Hear , O Israel, The Lord our God, the Lord is One."

4. Essay: JEDP Theory (10 pts)

Write about 300 words or so on what you think of the JEDP Theory or Documentary Hypothesis, which is still the major approach to the composition of the Pentateuch, by liberal scholars. Is it substantiated—why or why not? Is it helpful for understanding what God is saying through the Pentateuch? State how you see the divine inspiration and authority of the Pentateuch in relation to whatever the process was of producing the final form of the Pentateuch that we have. Also, summarize your view of the authorship of the Pentateuch—what role did Moses play?

Week 4 — Jan 30-Feb 5, Part A: *What are the Issues of the Exodus and the Concept of the Covenant Between the Lord and Israel?*

Assignments:

1. Readings:

- a. Introduction to Week 4A
- b. Williams: Chapter 6; Chapter 8, pp. 314-21
- c. Walton *Charts*: 60, 61, 85, 86, 99, 102, 103,
- d. Handout:
Treaty Between Mursilis (Hittite) and Duppi Tessub (Amorite)
Covenant in The Bible In Its World by Kitchen
Covenant in the OT
Lessons for Christians from the Sinai Covenant in it ANE Context
The Patriarchal Age article, by Kitchen
Archer on the Date of the Exodus

Be aware, from the readings, that there are different views of where the Red Sea of the exodus was. Also, even conservative scholars question whether we are correctly understanding the seemingly large number of Israelites who left Egypt that is given in Exodus.

2. Short Answers: the Sinai Covenant (10 pts)

- a. State your basic definition of a covenant.
- b. Give the major features of the Sinai Covenant. Describe its basic outline.
- c. What is the relationship of the laws as a whole to the covenant—what role did they play in the covenant?

- d. What does the word *chesed* mean and how does it relate to ANE covenants?
- e. Describe the similarities and differences between the Sinai Covenant and the ANE covenants or treaties **AND** give your view of the significance of these similarities and differences for the Lord's relationship with Israel.
- f. Why do you think God chose this cultural form of a suzerain-vassal treaty to communicate their relationship?

3. Short Answers: The Name of God (6pts)

Briefly explain:

- a. What Hebrew word is in the Hebrew text of the OT that is designated by LORD in English translations and what or who does it refer to—is it a title or a name?
- b. Why is LORD used for this Hebrew word—who started this and why?
- c. What is the **significance** of recognizing what the Hebrew word really is in these places—what difference does this knowledge make for understanding OT texts that have LORD in them and not just Lord?

4. Short Answers: The Dating of the Exodus (9 pts)

- a. What is the Early Date of the exodus (may be rounded to the correct decade)?
- b. What is an approximate Late Date for the exodus?
- c. List the three broad categories/sources of evidence used in dating the exodus.
- d. Which date for the exodus does the 480 years given in 1 Kings 6 (taken literally), for the time from the exodus to the building of the temple, point to?
- e. Which date does the archaeological evidence of the Canaanite cities and the Transjordanian region support, according to many archaeologists both liberal and conservative ones, though Archer and others give rebuttals, as seen in Walton's chart?
- f. What is the Dream Stele and which date does it best support?
- g. What are the Amarna Letters and which date do they best support?
- h. Which date seems stronger to you?

Week 4, Part B: What are the Nature and the Purpose of the Laws of the Pentateuch (of Moses) and How do They Compare to the Laws of the ANE?

Assignments:

1. Readings:

- a. Introduction to Week 4B
- b. Williams: Chapter 7
- c. Walton *Charts*: 87, 21, 24, 25
- d. Handouts:
 - Foundational and Essential Truths of OT Theology*
 - Four Different Ways Christians Are to View God's Requirements In the OT*
 - The Universal, Absolute, Principles of the OT Law*

3. Essay: Comparison of the OT laws to the Laws of the ANE (7 pts)

- a. Describe briefly at least **4** differences in major values and/or things considered right vs wrong in the laws of the Pentateuch **vs** the ANE laws.

- b. What is your summary of the kinds of crimes for which God required the death penalty? (don't list them, but propose a common denominator; Cotton sees them destroying three things)
- c. What was the intent of the "eye for an eye" (*lex talionis*) requirement in the Pentateuch (Be aware that it had the same purpose in the ANE.)?

4. Short Answers: The Purpose of the Laws of the Pentateuch (8 pts)

- a. Was keeping the laws of the Pentateuch intended by God to be the way of salvation in the Old Testament? How do you describe the relationship of Israel's laws to salvation? (2 pts)
- b. Why did God give Israel the laws—what was the function of the laws for Israel?
- c. What NT book and chapter best explains the relationship of the OT law to the Christian?
- d. Are Christians under obligation from God to keep **all** these laws? If not, explain briefly how we should relate to the laws of the Old Testament—what good is it to read them? (2 pts)
- e. What is your summary of the purpose of the Ten Commandments (the Decalogue), as a whole: a) for Israel; b) for Christians; and c) for the rest of humanity?
- f. Briefly summarize what was the purpose of the Sabbath commandment for Israel.

Week 5 — Feb 6-12, Part A: How Should We Understand the Holiness and Ceremonial Laws? Assignment:

1. Readings:

- a. Introduction to Week 5A
- b. Williams: Chapter 7
- c. Walton *Charts*: 19-25, 110
- d. Handouts:

Theological Principles of the OT Ceremonial Instructions

Principles of Relating to God in His OT Ceremonial Instructions

Moving from the Major Institutions of OT to NT

Significance of Key OT Institutions for Relating to the OT

Continuity/Discontinuity of the Testaments chart

Distinguishing Universal Principles from Specific Cultural Applications in the OT

What the OT Writers Understood for Distinguishing Universal from Temporary Instructions

How Do We Decide How to Relate to the OT Laws?

One Question for Relating Anything in the OT to People Today?

2. Short Answers: The Ceremonial Laws (9 pts)

- a. What is the OT definition of atonement in one sentence?
- b. What specifically was the priestly garment called an ephod?
- c. What was a Nazirite?
- d. In a sentence or two, how does Cotton define typological?
- e. In a sentence or two explain the theological significance of the Tabernacle (and later the temple) – what major truth was God teaching Israel?

- f. In a sentence or two define the biblical concept of holiness in regard to God's people. (2 pts)
- g. In a sentence or two explain the holiness concept of clean and unclean as used in the OT.
- h. Why did God give Israel a land--what is the significance of the Land of Israel in the Bible?

3. Essay: How We Should Relate to the OT Laws, Especially the Sabbath (15 pts)

After doing all the readings, explain in summary of around 500 words how you believe Christians should relate the laws of the Sinai Covenant, in general, to their lives.

- a. How do you think we should decide which ones to keep?
- b. Should we keep the Sabbath—why or why not?

Week 5, Part B: What are the World View and Practices of the Religion of the ANE Peoples and The Comparison to Those of the OT?

Assignments:

1. Readings:

- a. Introduction to Week 5B
- b. Williams: Chapter 8, pp. 347-48
- c. Walton *Charts*: 83, 84
- d. Handouts:
Ancient Near Eastern Religion and World View vs. the OT
- e. Walton *Ancient Near Eastern Thought and the OT*, Parts 3 and 4

2. Short Answers: Religion Terms (5 pts)

In a phrase, or a sentence or two, explain what the following refer to in the OT:

- a. Leviathan (and the word Rahab in certain contexts referred to the same idea)
- b. cult/cultus
- c. Baal
- d. Asherah
- e. high places

3. Short Answers: Common Cultural Items or Activity in the OT (10 pts)

What do the following cultural items refer to in the OT world?

- a. shekel (it was NOT a coin back then)
- b. ephah
- c. cup bearer
- d. gleaning
- e. threshing
- f. strong drink
- g. cubit
- h. what lamps were like in the ANE
- i. bride price
- j. concubine

4. Essay: God and Magic Formulas (8 pts)

In around 200 words explain why God is strongly against the use of magic formulas? What problems of the human heart are they connected with? What does belief in them imply about how one views the character or nature of God?

Week 6 – Feb 13-19, Part A: What are the Issues and Contents of the Poetry and Wisdom Books?

Assignment:

1. Readings:

- a. Introduction to Week 6A
- b. Williams: Chapter 12
- c. Walton *Charts*: 47-51, 25
- d. Handouts:

Basic Characteristics of Hebrew Poetry

Introductory Points on the OT Books of Poetry

Imprecatory Passages: Principles of God's Perspective

2. Short Answer: The Message of the Book of Job (4 pts)

State how you summarize the message of the book of Job in one or two sentences. Elaborate why, briefly.

3. Short Answers: Terms in the Poetry Books (15 pts)

- a. Give the OT definition of the concept of wisdom in reference to what God means when He wants His people to have and use wisdom, like a parent does for their children.
- b. State the basic features of Hebrew poetry (Cotton sees three) with an example of each from a psalm.
- c. Briefly summarize the nature of parallelism in Hebrew and ANE poetic writing.
- d. State briefly what *sheol* refers to in the OT. (see handout *Various Terms . . .*)
- e. State briefly what Zion refers to both physically and then theologically/spiritually in many contexts. (see handout *OT Biblical Concepts . . .*)
- f. Give the basic OT idea of the concept of a "fool." (see handout *OT Biblical Concepts . . .*)
- g. Summarize the contents and purpose of each of the 5 books of Poetry and Wisdom in one or two sentences, each. (see handout *Summaries of the Messages . . .*)

4. Essay: Imprecatory Material (8 pts)

In around 200 words tell what imprecatory refers to in the Psalms and summarize how you will tell Christians to relate to these passages.

Week 6, Part B: What are the Important Points and Issues of the History of Israel From the Pentateuch Through Solomon?

Assignments:

1. Readings:

- a. Introduction to Week 6B

b. Williams: Chapters 9; 10; 11; 13, pp. 555-572

c. Walton *Charts*: 26-29, 38-41, 99, 104

d. Handouts:

Introductory Notes on OT Historical Books

Anointing in the OT

Understanding the OT on the Taking of Human Life

Response to the Perception that the God of the OT Seems Different from the God of the NT

2. Essay: The Choices by Writers That Show Their Intent (7 pts)

In around 200 words tell what kinds of choices the Bible writers of the Historical books made in telling their narratives (as all writers do) point to their (inspired by God) theological interpretations of the history? (Cotton sees three kinds of choices an author makes in creating a narrative that indicate what the author believes about the events and is intending to communicate.)

3. Short answers: Facts from the History Books (3 pts)

a. Simply summarize what does 1 Chronicles cover and what does 2 Chronicles cover in relation to the books of Samuel and Kings, not listing specific subjects.

b. What judge is described in the Bible in more positive terms than any other judge?

c. Briefly describe the function of a kinsman-redeemer in the OT, which is what Boaz was in the book of Ruth, and which is also what the Lord is sometimes called in relation to His people.

d. Briefly summarize why David was a man after God's heart despite his terrible sins of adultery and murder. (reread Psalm 51)

4. Essay: Anointing in the OT (8 pts)

What did anointing mean in the OT—what was the act for in relation to kings or other leaders? What does the Hebrew word transliterated “messiah” literally mean? What English words do we use for the parallel event in the church and for the parallel event in government? Does the OT use of the noun, messiah, always refer to the Messiah, in OT times, or usually just a messiah?

Week 7 — Feb 20-26, Part A: What are the Important Points and Issues of the History from Solomon to the End of the OT, Including the Contexts of the Books of the Prophets?

Assignment:

1. Readings:

a. Introduction to Week 7A

b. Williams: Chapter 13, pp. 573-595; Chapters 14, 15, 17, 18

c. Walton *Charts*: 30-36, 42-46, 60-73, 75

d. Handouts:

Major Events in the History of Israel

Overview of The Kings and Prophets and Empires of OT History

Biblical World in Pictures in Bib Arch Soc slides folder

2. DF: Comparison/case study (4 pts)

Propose, in summary, in around 100 words why you think the writer of 2 Kings leaves out Manasseh's repentance and the Chronicler emphasizes it. Be sure to read both passages. Look at good commentaries if you need to.

3. Time frame chart (15 pts):

Place the following in the approximate location on the blank chart provided in the course documents and give the specific dates (may be rounded to the correct decade) for the * ones.

Destruction of Jerusalem and exile of Judah to Babylon*

Fall of Samaria and exile of Israel to Assyria*

First deportation of Judah to Babylon

First return of Jews from exile

Solomon builds the Temple*

The Temple is rebuilt*

Desecration of the Temple by Antiochus Epiphanes

David as king

Last OT reference—the end of Nehemiah's governorship

Put at the approximate location on the time chart all the writing prophets (the 4 and the 12) and Elijah.

(The four major prophets are Isaiah, Jeremiah, Ezekiel, Daniel; the 12 minor prophets are: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi). For Joel and Obadiah note where the traditional dating placed them and where modern conservative scholarship places them (a couple places).

Mark at the approximate location on the time chart when each of the four controlling world empires began, from the 8th century onward through the 4th century.

(Every student of the OT should memorize at least this much background of the OT, but this assignment will not assess memorization. It is hoped that the assignment will help imprint on your mind some sense of the chronological relationship of these events and books.)

4. Short Answers: Significant Points and People (6 pts)

a. What was meant by Elisha's request of Elijah to receive a double portion of his spirit? (see handout *Various Terms . . .*)

b. Briefly summarize what the Syro-Ephraimite war refers to.

c. Briefly state who the following were:

i) Sennacherib

ii) Huldah

iii) Nebuchadnezzar

iv) Cyrus

5. Assignment to view archaeological slides by the end of the course.

Some time by the due date of the Week 15 Accountability Sheet for the course readings you are to view archaeological slides of *Biblical World in Pictures* in a power point document in a zip file called *Bib Arch Soc slides*. There is an instruction sheet in the folder.

Week 7, Part B: *What Are the Important Points and Issues of the Books of the Prophets of the OT?*

Assignment:

1. Readings:

- a. Introduction to Week 7B
- b. Williams: Chapter 16
- c. Walton *Charts*: 52-58, 105, 106, 112

d. Handouts:

Principles for Understanding the Books of the Prophets

Horton commentary on Isaiah on the critical views of its unity

Motyer commentary on Isaiah on unifying themes

Harrison Introduction on Book of Daniel

2. Essay: Unity, Dating, and Authorship of Isaiah and Daniel (10 pts)

After doing the reading, in around 150 or so words, summarize for discussion/feedback your view of the general principles of the issue of the unity, dating, and authorship of both Isaiah and Daniel. What are the main kinds of arguments that major sections of both Isaiah and Daniel were written later than the time of the biblically described Isaiah and Daniel **and** do you agree or disagree? You do not need to discuss much detail about the arguments, but focus on the kinds of arguments, the presuppositions, and then be sure to conclude with how such views relate to your view of the divine inspiration of these books.

3. Short Answers: Definition of a Prophet and Important Verses (13 pts)

- a. Give a very simple one sentence definition of what a prophet was in the OT and then elaborate briefly on their God-intended function in Israel. Give the main Hebrew word used in the OT for a prophet. (see handout *OT Biblical Concepts . . .*)
- b. What does apocalyptic refer to in OT studies of the prophetic books? (see handout *Various Terms . . .*)
- c. Where are the following famous verses found?
 - i) the climactic servant song of the suffering savior dying as the substitutionary lamb of God for the sins of all people and rising again
 - ii) the promise of the New Covenant
 - iii) "the Spirit is upon me to preach good news to the poor"
 - iv) "What does the Lord require of you but to do justly, love mercy, and walk humbly with your God"
 - v) God promising to put a new heart in His people
 - vi) "the just shall live by faith"
 - vii) "one like a son of man"—receiving authority from the Ancient of Days
 - viii) statement of future resurrection to everlasting life or shame

- ix) "Not by might nor by power but by My Spirit says the Lord Almighty"
- x) the promise of the outpouring of the Spirit on all believers, enabling them to prophesy

Week 8 — Feb 27-Mar 5: Concluding Reading Synthesis

Assignment:

1. Readings:

- a. Introduction to Week 8
- b. Williams: Glossary
- c. Walton *Charts*: 79, 117, 118
- d. Handouts:
 - Key Aspects of OT Studies summary chart*
 - Study Guide for Final Exam*
 - Israelite Obesity (humorous essay)*

2. Reading of Walton book, *ANE Thought and the OT*, and Writing of a Narrative of Insights:

due by Thursday, August 17, 11:59PM

- a. Besides finishing the Walton book on *ANE Thought* read an additional 100 pages of your choice from any combination of the following (see bibliography for any more details you may need on these):

Hoerth, Mattingly, Yamauchi, *Peoples of the OT World*

Hoerth, *Archaeology and the OT*

Currid, *Ancient Egypt and the OT*

Chavalas, Younger, *Mesopotamia and the Bible*

Von Soden, *The Ancient Orient*

Craigie, Peter C. *Ugarit and the Old Testament*.

De Vaux, Roland. *Ancient Israel*. Vol. 1, *Social Institutions*. Vol. 2, *Religious Institutions*.

OR a similar scholarly book on background of the OT approved by the professor (by email or phone call)

OR any pages from the following (and each of these pages counts as two pages):

articles from scholarly archaeological journals, OR articles in scholarly ANE background encyclopedias, such as the *Oxford Encyclopedia of Archaeology*,

OR a background commentary on OT verses of your choice such as in *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*, edited by Walton.

Accountability for the readings: Turn in a list of all the above readings that you did for the 100 pages, **with a total** of the pages read.

b. Essay (50 pts):

Turn in a 4-6 page (double spaced, around 1200-1800 words) narrative of the most helpful specific insights you gained from any of the above reading, especially from Walton, *ANE Thought*. These are to be insights that make specific differences or clarifications in your understanding of what God was doing and saying to us in the Old Testament.

4. Short Answer: Significant Principle Learned (4 pts)

State the most significant principle you learned or confirmed in this course that helps you understand the Old Testament more clearly, which is NOT from the reading just covered above.

GRADING PROCEDURE:

The points are listed with each assignment, thereby showing the student the weight of the assignment in relation to the total course. However, the grades are recorded as percentages representing the quality level of the answer as interpreted by the professor. The readings are graded at the end of the course on the basis of the percentage that the student records on the accountability sheet, provided under files. The reading of the Walton book of charts together with the book of handouts is worth 20 points. The Walton *ANE Thought* book and the additional 100 pages listed for week 15 are together worth 20 points. The Williams book is worth 20 points. The grand total for the course is 500 points. The course grade is based on the percentages scored, as valued in the seminary grading scale given below.

AGTS grading scale

Percent	Grade	Percent	Grade
100-94%	A superior	76-74%	C satisfactory
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B good	66-64%	D poor
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F failure

Note: Students need to retain extra copies of all work submitted until the work has been graded and recorded.

Final course grade and incompletes

At the end of the course, students will receive the final grade recorded in the CANVAS gradebook. If a student needs to request an extension, an incomplete grade may be granted with prior notification of unfinished work to the course instructor and the filing of the Incomplete Grade Request form: <http://www.agts.edu/academics/forms.html>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction, depending on the extenuating circumstances. Students may not register for courses in a new term if carrying more than two IP or I grades.

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