

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

Evangel University

BTH 530 Old Testament Theology

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Spring 2018
Tuesdays and Thursdays, 2:00-3:15 pm
for hours see door schedule, Office 214

COURSE SYLLABUS

COURSE DESCRIPTION

A study of the message, major themes, and key theological concepts of the Old Testament, understanding how they are developed and expressed in the ancient historical, cultural, and literary, context. Special attention is given to the relevance of the principles for believers today and the relationship of the Old Testament to the New Testament.

Prerequisite: It is highly recommended that the student have had an Old Testament introduction course. Such basic knowledge will be assumed in the course.

EVANGEL UNIVERSITY MISSION STATEMENT

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.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

Upon completion of this course the student should be able to:

1. Explain briefly the field of Old Testament theology. MDiv PLO 2, 4
2. Describe the foundational concepts of Old Testament theology. FWEO 1, 2, 4, 5, 6
3. Explain how the OT relates to the gospel message of the NT and how to relate the Sinai Covenant with all the laws to Christians today. MDiv PLO 1; FWEO 1, 2, 4, 5, 6
4. Identify the underlying theological principles in any Old Testament passage and apply them to the Church today with proper understanding of their relation to New Testament theology, including being able to explain how one does Biblical Theology. MDiv PLO 1, 2, 9
5. Incorporate into one's life the universal principles taught in the Old Testament for living as God's holy people, manifesting His holy love, in a holistic approach, including

responsible stewardship of God's world, and working for justice and the flourishing of all in society, and then to teach others how to do the same and how to determine God's principles and apply them. FWEO 1, 2, 4, 5, 6

TEXTBOOKS

Cotton, Roger D., *BTH 530 OT Theology Handouts, 2018*, Springfield, MO: AGTS, Evangel Univ. (to be posted on the portal and Commons).

Kaiser, Walter C. Jr. *The Promise-Plan of God: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Zondervan, 2008. ISBN 978-0-310-27586-2

Waltke, Bruce K. with Charles Yu. *An Old Testament Theology: A Canonical and Thematic Approach*. Grand Rapids: Zondervan, 2007. ISBN-13: 978-0-310-21897-5

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

BASIC OUTLINE

*NOTE that this course begins on Monday, January 8.

1. Introduction
2. Foundational theology of Genesis
3. The theme of the Promise and the central message of the Scriptures.
4. The field of Old Testament theology and doing it.
5. Major theological concepts as taught in the Pentateuch: covenant, the name of God, sovereignty and responsibility, law, and holiness.
6. The relationship of the Sinai Covenant to the Christian.
7. History books: theology of the land, leadership, and holy war.
8. Poetic and wisdom literature: holistic theology of the struggles and hope of the righteous and the concept of biblical wisdom.
9. Prophets: concluding topics of Old Testament theology.

METHODOLOGY

Lecture, discussion, reading, writing, and research paper or presentation or an outline, preferably in class. The professor will use the portal and Course Commons to provide the course handouts and other documents.

COURSE REQUIREMENTS

Class attendance and participation in discussion are expected. Please talk to the professor about any absences.

1. Be prepared for each class to discuss the handouts and relevant sections of the textbooks (see instruction below on how much must be finished by the end of the course), and any other assigned readings according to the class schedule below. Any specified readings not in the book of handouts, along with other selected important sources on the portal, are on 2

hour reserve at the front desk of the library. Read the rest of the Kaiser textbook **Part 1** on the Old Testament by the end of the course. Read the professor's handouts for the course corresponding to the topic of the day and finishing by the end of the course.

The following is the **required reading in the Waltke textbook by the last class, April 27.**

Read the Preface and Chapters **1-17**. This is generally not to be skimmed but neither is it to be labored over for all the details. This is Waltke's richest material but still it often contains too much detailed exposition. Include a glance at his footnotes to see interesting discussions and important sources.

Read p. **560** on Land in the New Testament.

Read pp. **660-661** on the Davidic Covenant.

Overview the following chapters looking for Waltke's categories/topics, key concepts, definitions, propositions, and conclusions: **19, 24, 29, 30, 32, 33.**

Also, you must read what Waltke says about anything related to your theme project for # 4 below and for the individual OT book you pick for assignment #5.

Make note of important questions you have about what Waltke says and raise them in class or by e-mail.

2. TURN IN on **Monday, January 29**, 4-6 pages summarizing the principles of *what it means to do Old Testament theology* based on the Preface and Part 1 of the textbook by Waltke, along with the Preface and Introduction of Kaiser. Waltke's Preface is important for understanding his work. Then, in Part One, he writes many important things including great material on God's revelation in Scripture; however, this summary essay assignment is **not** to get into all of that but is intended to focus on *what this field is about*, what the *issues* are, and *how one goes about doing* OT Theology. This assignment is to put together your understanding of those things in order to understand what this course is about and what Waltke is doing in his book. Note that Waltke deals with most of the following points of the assignment in more than one place in these chapters. Therefore, *collect his ideas related to each question* below as you read through his preface and the chapters in Part 1. Then write what you conclude from all of it in your answers to the following:

A) Begin with your one-sentence definition of Old Testament theology in your own words as a sub field of biblical theology in contrast with (but not in conflict with) systematic theology. Then, elaborate in another few sentences. You must be sure to tell how it differs from systematic theology. You should consider Waltke's statements on what he believes it is, the goal and task of OT theology (such as on pp. 20, 50, 55, 63, et. al.), as well as the professor's view. However, you are not expected to restate theirs but say it the way you understand it and will teach others.

B) List what Waltke brought out as the **major issues or broad questions** about the study of OT theology that must be dealt with when deciding how to derive theology from the Old Testament books. These are the foundational questions about the OT, which conservative Bible believers (those who look to the Bible as God's Written Word for all mankind) often answer differently from liberal scholars (those who do not believe it is God's Word but is just a human

religious collection of documents) because they differ over the first big question of the divine origin and thus, authority and trustworthiness of the Scriptures. That presupposition is the major divider between what I call biblical conservatives and liberals and affects everything else they think about the text and do with it. This assignment *assumes* basic agreement with Waltke on this and is **not** intended to discuss inspiration and divine authority of the text. (The student is welcome to discuss any questions about the divine nature of the OT with the professor.) This assignment is to focus on the rest of the major questions that one must deal with concerning deriving theology from the 39 books of the Old Testament for Christians. This is **not** about specific questions of interpreting certain OT texts. For example, one of the big issues, which you must include is first summed up in Waltke's statement on page 12 that "A theology of the OT must account for both the . . . and the . . ." Another two issues are Waltke's first and fourth implications of one's belief in revelation/inspiration. Some others include the three important challenges in the field of Old Testament theology that Waltke explains in Chapter 2.

C) Next, list, in a few broad categories, the **major approaches** scholars have taken to covering the subject—*the basic kinds of ways they have organized the coverage of the OT material* and written Old Testament theology books. Look at the table of contents of the OT theologies on reserve in the library (actually all of them should be under files on Course Commons for this course) to see how they are organized: Davidson, Eichrodt, Von Rad, Payne, Martens, House, Goldingay, Merrill, and Routledge. Kaiser has some good discussion of this. Add a few brief comments on what you think about **Kaiser's approach** in an overview of what he does in his book with his view of promise. Briefly describe it and give your opinion on it. Also, briefly summarize Waltke's approach. Be sure you consider what he says in the Introduction section of Chapter 6. State your opinion about the best way to cover the teachings of the OT in a seminar for your peers—what basic outline would you follow (other than book by book).

D) Finally, explain briefly **how one goes about** deriving theology from an OT passage or book. Identify the major principles and categories of study that Waltke explains, especially in Chapters 3 (C), 4 and 5. Just summarize them; there is way too much detail in these chapters.

3A. TURN IN **Monday, February 19**, your choice of a biblical-theological theme/topic for the research paper below. (A list of some suggested topics is in the handouts but realize that they usually need to be more specifically narrowed down.) The theme should be one that the student has a strong interest in and will benefit their ministry. It must have *at least* one significant Scripture reference to the theme from *each* of the four English Bible groupings of Pentateuch, history, poetry&wisdom, and prophets (preferably more than one verse; this study should cover all the major OT references to your theme). A theme that does not show up in at least one verse from each of the four blocks of the OT does not qualify for this assignment. (But note that the outline does not need to follow these canonical groupings. Most themes are better organized topically.)

3B. Turn in **Monday, February 19** from a major passage(s) for your theme, at least one Hebrew word that you will study because it is important for understanding your theme. Give the transliteration of the Hebrew word (see NIDOTTE), the page number in the NIV Hebrew English

Concordance where it lists every place where that Hebrew word is found in the OT, the first and verses listed for the word there, and the volume, page number, and author for the article on it in NIDOTTE. These are the essential tools for your study, the results of which must be incorporated into your project. Further detailed instructions are in the handouts and will be covered in class.

4. For Monday, March 26, READ a book of the Old Testament, of your choice, in one sitting, (shorter books are recommended, but especially a book that contains a significant contribution to your theme study) in order to grasp its major theological message and main themes. Take down some of your thoughts on them and then read the sections of the following books on reserve that relate to the book of the OT you chose:

Waltke's An Old Testament Theology, House's OT Theology, the article on your OT book in volume 4 of NIDOTTE, and the theology sections of the introductions of the *two best* exegetical commentaries on the book (see list in handouts of the best commentaries).

TURN IN, **on March 26**, a page or two of your summary of the theological message and major themes of the book with a view toward preaching the book as a whole. Give your one sentence or long phrase summary of the message of the whole book, then elaborate briefly. Finally, give a very brief, basic outline of the major divisions of the flow of thought of the book, making an effort to put them in terms of theological truths being emphasized by the inspired writer. See my example for Numbers in the handouts but expound the message a little more than I did.

You will SIGN as part of the course readings accountability sheet to be turned in on the last class, **April 23**, that you have read the above book in one sitting and have read the above sources on it.

6. TURN IN, by Monday, April 16, a typed 11-13 page research paper OR present in class or in my office a detailed outline of your biblical-theological researched findings on an OT theology theme/topic of your choice (approved by the professor by February 19). This is to be an exegetical, Biblical-theological, study for teaching in the church, with strong application of principles for God's people today. This study must demonstrate good interpretive method including the following **to qualify for an A grade** (also see the handouts about method and tools):

- A. Concordance work, mainly focusing on key Hebrew words (Kohlenberger, John R., III, and James W. Swanson. *The Hebrew English Concordance To The Old Testament With The New International Version* Ref. BS 1121.K65, coded to the NIV number system, OR a computer program that searches the Hebrew words), which uncovers all the major passages on the theme/topic in which the key Hebrew words are used. (This is the heart of the study.) Then, do good word study analysis of the concepts expressed by them, including reading the articles on those words in the wordbooks, especially *NIDOTTE (New International Dictionary of Old Testament Theology and Exegesis* Ref. BS 440.N38)
- B. Quick but accurate exegetical analysis of the meaning of each important passage on the theme in the context of the message of that book, taking into account the ANE

background, using the *Dictionary of Biblical Imagery*, the *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*, biblical encyclopedia articles, and other background sources, and the best, scholarly, exegetical, commentaries on each passage (usually about 3 or so on each significant passage; see my list in the handouts). Do your own analysis first before reading the scholars' opinions.

- C. Read at least one scholarly journal article related to your theme, and be sure to Check any scholarly books specifically on your theme for helpful insights.
- D. Check at least the following OT theologies for anything they have that relates to your theme: Davidson, Eichrodt, Von Rad, Payne, Martens, Goldingay, House, Dyrness, and Waltke (see Bibliography and library reserve books for these). Also check The IVP *Dictionary of the OT* in four volumes.
- E. Draw conclusions on what God is teaching on your theme/topic through the various passages of the Scriptures in terms of principles which can be applied to the lives of Christians today.

I greatly prefer that each student benefit the rest of the class from what you have learned about your theme by presenting an outline during a session. You may pick any 20-30 minutes you want, up to and including the last class, during finals week (times given out to whomever asks first). You must have an outline to hand out to the class and you are welcome to use power point. The class copies should not have the full bibliography—only the most helpful top ones and any ones you cited, and not on a separate page. A full bibliography of all sources consulted is only required for the professor. Doing a presentation will only help your grade be higher than what you would get for a paper only; it cannot cause a lower grade.

The **bibliography** for the project, turned in to the professor, must include all sources consulted (not just cited) and must follow 17.1.8.2 in Turabian 8th ed. for separately authored articles in books (see example in handouts). Be sure to follow the Checklist of Resources in the handouts in doing your research. Do your own analysis first before reading the scholars' opinions. You should take into account any progressive revelation. Provide a title page but no cover; just staple it. On form and style see instructions below.

- 7. TURN IN a final synthesis essay over major concepts in the course on **Monday, April 23**. (An instruction sheet will be given out a few weeks prior to the due date.)

FORM AND STYLE OF WRITTEN WORK SUBMITTED TO ROGER COTTON

All work for me must be typed, double spaced, with one-inch margins and the right margin NOT justified, and be proof-read. Never turn in work that uses the back side of the paper as well as the front. Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White or *Getting the Words Right* by Cheney). If the student needs coaching on how to improve their writing they should go to the Write-Place, on the EU campus. 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 part of 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 below for late work). If you do not have an assignment finished when it is to be discussed in class you must leave the class during the discussion of the assignment. 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. Do not use a cover, just staple it. I recommend using the program *Grammarly*, and using an editor if necessary, to bring your English style up to the appropriate quality. Unless otherwise instructed, you may always turn in your work by e-mail (cottonr@evangel.edu).

GRADING PROCEDURE

Reading assignments and class participation	10%
Paper on doing OT Theology	14%
Reading and summarizing the themes of an OT book	8%
Final Synthesis Essays	28%
Research paper on a theme in the OT	40%

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

Late work may be penalized 1 point per day late using a 12 point scale (12 = A, 1 = F).

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

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Youngblood, Ronald. *The Heart of the Old Testament*. Grand Rapids: Baker, 1971.

Zuck, Roy B., ed. *A Biblical Theology of the Old Testament*. Chicago: Moody, 1991.

SPECIFIC DATA

Prepared by Roger D. Cotton, Th.D., October 2017.

SCHOOL POLICIES ADDENDUM

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.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

CHAPEL ATTENDANCE

Students are encouraged to attend chapel services whenever they are able to. There may be a chapel for this class to attend, which will be announced. On that day, students should go directly to chapel and then return to class for the remainder of the class period.

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 <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

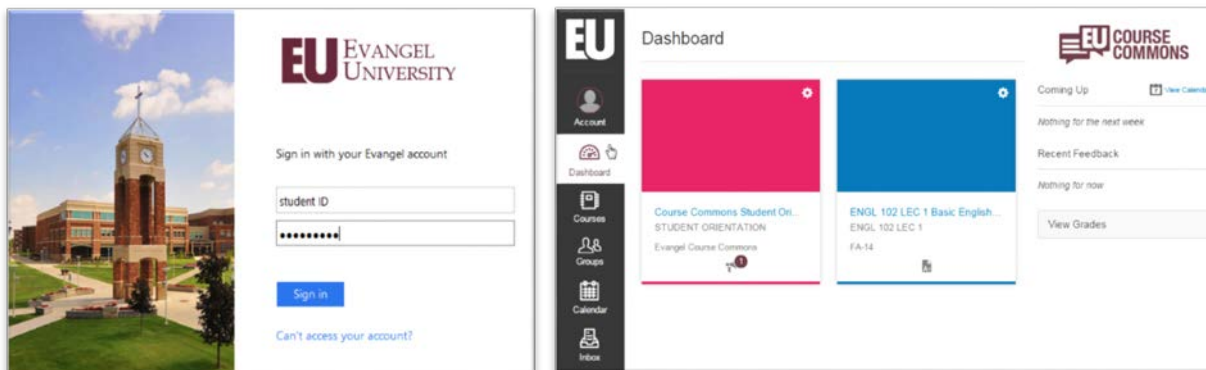
DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

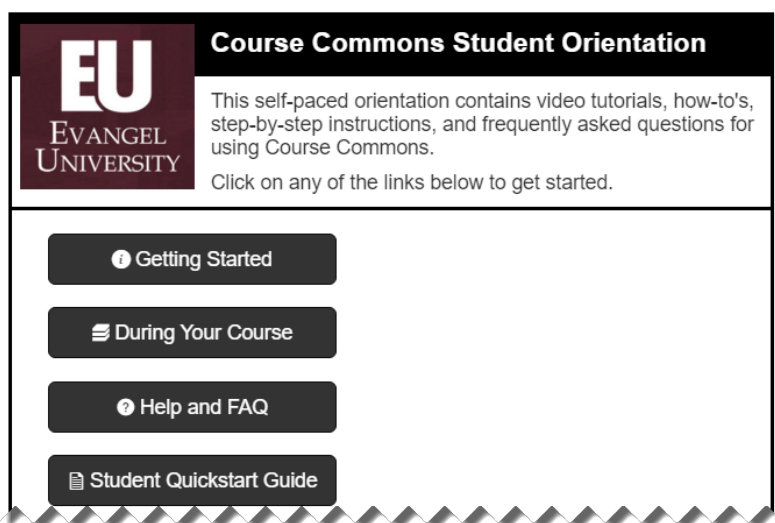
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

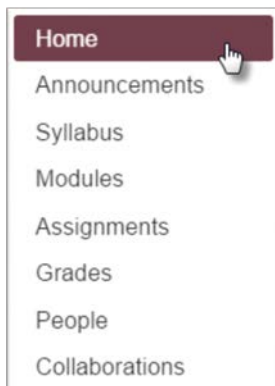
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. 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.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

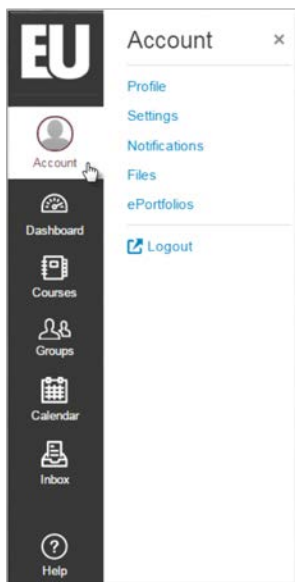


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

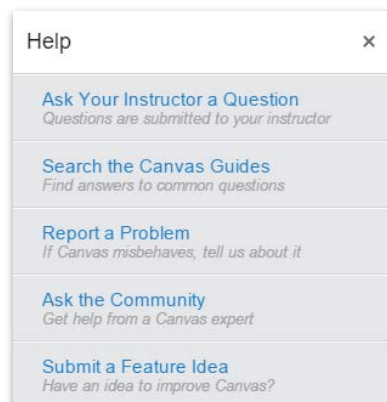
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.