**Bible and Theology Department**  
*“Shaping Servant-Leaders”*

--- Syllabus ---

<table>
<thead>
<tr>
<th><strong>COURSE NUMBER and TITLE:</strong> BTH 905: Biblical Theological Models</th>
<th><strong>INSTRUCTOR:</strong> Dr. Doug Oss</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDIT HOURS:</strong> 4</td>
<td><strong>PHONE:</strong></td>
</tr>
<tr>
<td><strong>SEMESTER:</strong> FALL 2018</td>
<td><strong>OFFICE:</strong> AGTS</td>
</tr>
<tr>
<td><strong>COURSE DAY/TIME:</strong> M-F, October 15-19</td>
<td><strong>EMAIL:</strong> <a href="mailto:ossd@evangel.edu">ossd@evangel.edu</a></td>
</tr>
<tr>
<td><strong>LOCATION:</strong> ROOM #228</td>
<td><strong>OFFICE HOURS:</strong> as needed</td>
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**REQUIRED TEXT:**
A Bible Software package. Logos is preferred. I suggest buying in at the highest level that makes sense for you and that you can afford.


Recommended


REQUIRED CLASS SUPPLIES:
Electronic documents will be used on a regular basis in this class. Please bring an electronic device on which you can view the syllabus, powerpoints, electronic handouts, Logos, and any additional articles.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:
The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.

EVANGEL UNIVERSITY MISSION:
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.

CATALOG DESCRIPTION:

COURSE PREREQUISITES:
BTH 905: Biblical Theological Models
There are no prerequisites for a course.

COURSE PURPOSE:
This course is designed to illuminate the major motifs of redemptive history by applying the methods of biblical theology to the Scriptures. Special attention is given to the foundational role of biblical theology and its reciprocal relationship with hermeneutics, exegesis, and systematic theology.
**COURSE REQUIREMENTS:**

A. Pre-session.

1. Complete all required reading.

2. Write a five page paper summarizing the redemptive-historical approach based on your reading of Wright, Vos, Clowney and VanGemeren. Use Turabian for any footnotes.

3. Take one example of a redemptive-historical motif/theme from the readings and write a five page description of the “unfolding” of that motif/theme.

4. These assignments comprise 30% of your grade.

5. This work will be due on the first day of class, October 15. Please submit a hard copy as well as an electronic copy. **Late work not accepted.** In case of emergencies, I will grant extensions, but you must contact me ASAP.

B. In-session participation. This course will be conducted in a Ph.D. seminar format, so participation is vital. Participation includes regularly demonstrating that you have read the material on the subject under discussion, by making helpful comments and asking relevant questions, giving insights from your pre-session work. The student is expected to follow along in your own hard copy of the Bible (or in your own Logos-Libronix software), as the class considers specific texts, being ready to read short passages when called upon, engage in discussions through Course Commons (Canvas), and generally contributing in pro-active ways. Active listening counts.

This will comprise 10% of your final grade.

C. Post-session.

1. Write a 30-40 page academic research paper of publishable quality. This paper should be substantially documented with footnotes, including content footnotes where appropriate, Turabian style. Write the paper on a motif of your choosing. These papers by their nature draw heavily on the primary sources in the Scriptures themselves. You should also do a substantial search in the secondary literature for relevant material.

2. Explain how your motific analysis informs a related systematic-theological topic in a ten page paper detailing your new insights, suggesting fresh language, and explaining differences in the perspectives between biblical and systematic theology.

3. The post-session work will comprise 60% of your grade.

4. **All post session work is to be submitted by January 17, 2019.** Please submit a hard copy as well as an electronic copy. **Late work not accepted.** In case of emergencies, I will grant extensions, but you must contact me ASAP.

D. **Summary of grading**

1. Pre-session assignments 30%

2. Class Participation 10%

3. Post-session assignments 60%
ATTENDANCE:
Class attendance is extremely important as a student and is part of your grade for the class. Due to the intensive nature and schedule of this class, any absence from the class must be cleared with the instructor.

Course learning Outcomes:
1. Present a basic mosaic of the major motifs of redemptive-history as discussed in class each day.
2. Become conversant in Vosian (redemptive historical) biblical theology and in the writings of its more recent exponents.
3. Extrapolate, explain, and incorporate hermeneutically the Christocentric paradigm of the NT’s use of the OT.
4. Demonstrate, describe, explain, and synthesize the unfolding of redemptive-historical motifs in the Bible by applying biblical-theological methods to specific texts and text-threads.
5. Explain the biblical use of typology and utilize biblical theological method to identify the unfolding imagery of the major redemptive-historical types.
6. Use these methods and perspectives when formulating systematic theology, including the development of fresh theological categories and language when transforming biblical data into doctrine.
7. Use the above stated method(s) and perspectives to enhance one’s own understanding of Christ and life in his Spirit.
8. Use methods and perspectives to articulate the gospel of Jesus Christ to today’s generation with increased clarity and power.

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<thead>
<tr>
<th>PhD BTH PLOs</th>
<th>EU 20</th>
<th>ON (FWE)</th>
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<tbody>
<tr>
<td>1, 2, 3</td>
<td>See below</td>
<td>NA</td>
</tr>
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</table>

EU 20 Outcomes:
This class supports but does not assess the EU20 Outcome(s).

Faith, Work, and Economics Outcomes (FWE):
This class supports but does not assess the FWE Outcome(s).

COURSE ASSIGNMENTS:
All assignments have specific due dates that are listed on the course outline. Assignment instructions can also be found in modules on COURSE COMMONS. Unless otherwise directed by the instructor, all assignments are submitted by hard copy to drop boxes on COURSE COMMONS. No assignments will be accepted via email.
1. Complete all required reading.
2. Write a five page paper summarizing the redemptive-historical approach based on your reading of Wright, Vos, Clowney and VanGermeren. Use Turabian for any footnotes. (Due October 15)
3. Take one example of a redemptive-historical motif/theme from the readings and write a five page description of the “unfolding” of that motif/theme. (Due October 15)
4. Write a 30-40 page academic research paper of publishable quality. This paper should be substantially documented with footnotes, including content footnotes where appropriate. Turabian style required for the paper. Write the paper on a motif of your choosing. These papers
by their nature draw heavily on the primary sources in their Scriptures themselves. You should also do a substantial search in the secondary literature for relevant material. (Due January 17)

5. Explain how your motif analysis informs a related systematic-theological topic in a ten page paper detailing your new insights, suggesting fresh language, and explaining differences in perspectives between biblical and systematic theology. (Due January 17)

ASSESSMENT:
Assignments are assessed using rubrics. Points for each of the assignment categories and the grading scale for the course are shown below.

GRADING SCALE: COURSE COMMONS DEFAULT GRADING SCALE PROVIDED BELOW

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 to 100%</td>
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<tr>
<td>A- B+</td>
<td>90 to &lt; 94%</td>
</tr>
<tr>
<td>B</td>
<td>87 to &lt; 89%</td>
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<td>B-</td>
<td>84 to &lt; 87%</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>67 to &lt; 70%</td>
</tr>
<tr>
<td>D-</td>
<td>61 to &lt; 64%</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 61%</td>
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GRADING POLICY:
1. Pre-session Assignments: 30%
2. Class Participation: 10%
3. Post-session Assignments: 60%
COURSE OUTLINE:

Day 1: Introductory considerations
- Definition of terms
- Defining Biblical Theology
- Defining redemptive history, progress of revelation, etc.
- The role of the interpreter-theologian: description, prescription, and beyond.
- Diversity and Unity
- Christocentric hermeneutics modeled after the NT’s use of the OT: Paradigms
- Presuppositions, paradigms, and the implications of divine authorship

Day 2: Methods for doing redemptive-historical biblical theology
- Reading the Bible as a web of conceptual relationships
- Following the strands
- Sample of BT work
- Tools and Techniques
- Organizing and thinking through the biblical data

Day 3: Methods (cont’d)

Day 4: Informing other theological disciplines with the results of biblical-theological analysis
- Topical and static vs. motific and dynamic
- Re-thinking Christology—food for thought
- Re-thinking other categories of doctrine
- Impact on the theological academy
- Impact on the church
- Considering the possibilities

Day 5: Concluding reflections on the integration of biblical and systematic theology with special attention to teaching and preaching. Any unfinished matters from earlier in the course.
Select Bibliography

Bibliography for Biblical Theology and Interpretation

**This bibliography is intended as a basic reference list for the Ph.D. Bib. Theo program.


Significant Old Testament Theologies Relevant to a Discussion of Method


Geerhardus Vos


Edmund Clowney

- The Church (Contours of Christian Theology), Inter Varsity, 1995.

William D. Dennison

- Paul's Two Age Construction and Apologetics, University of America Press, 1985; Wipf & Stock, 2000.
Richard B. Gaffin


Jeong Koo Jeon


Meredeth G. Kline


Herman N. Ridderbos

- *When the Time had Fully Come*, Presbyterian & Reformed, 1957.

Ned B. Stonehouse


Franz Delitzsch


E. Earle Ellis


Ernst W. Hengstenberg


Theophilus Herter

Anthony Hoekema


Philip E. Hughes


George Eldon Ladd


Richard Lints (Reformed)


Marianne Radius


Charles Kingsley Barrett


Raymond E. Brown


Millar Burrows


Brevard Springs Childs


Oscar Cullmann


Charles Harold Dodd


Floyd V. Filson

• Jesus Christ the Risen Lord, Abingdon, 1956.

Leonhard Goppelt

• Typos, Eerdmans, 1982.

Donald E. Gowan


Gerhard F. Hasel


Morna D. Hooker


E. C. Hoskyns and Noel Davey


Werner Georg Kümmel


Andrew T. Lincoln

Norman Perrin


James D. Smart


Further Readings:

John Bright


Raymond E. Brown

- The Birth and Death of the Messiah (Anchor Bible Reference Library), Doubleday, 1999. (three vols.)

Oscar Cullmann

- Salvation in History, SCM 1967.

C. H. Dodd


Joseph A. Fitzmyer


Morna D. Hooker


Chester K. Lehman

- Biblical Theology, Herald Press, 1977 (two vols.).
H. Wheeler Robinson

- Corporate Personality in Ancient Israel, T & T Clark, 1981.

John R. Walters


G. Ernest Wright


Still Further Readings on Historic Biblical Theology:


John Bright, Early Israel in Recent History Writing: A Study in Method (Studies in Biblical Theology, 19], S.C.M. Press, 1956.


Jo Bailey Wells, God's Holy People: A Theme in Biblical Theology (JSOT Sup, 35), Sheffield Academic, 2000.


**Recommended Books for Biblical Hermeneutics:**

Donald A. Carson, Exegetical Fallacies, Baker, 1996. ****


Grant Osborne, The Hermeneutical Spiral, Inter-Varsity, 1991.**** [Int; Ev+; Meth; Past; Lit; Old/New]

Moises Silva, et al (eds.), Foundations of Contemporary Interpretation, Zondervan, 1998. [Beg/Int; Ev/Ref; Meth; Nar; Hist; Old/New; Theo; Txt; Comp] ****

Anthony Thiselton, New Horizons in Hermeneutics, Zondervan, 1992. ***1/2 [Adv; Ev/Mod; Ph; Meth]

Kevin J. Vanhoozer, Is there a Meaning in this Text? Zondervan, 1999. ****1/2 [Int/Adv; Ev+; Phil; Meth]

**Recommended Critical History:**


John Goldingay, Approaches to Old Testament Interpretation, Inter-Varsity, 1990. (revised ed.)


R. M. Grant and David Tracy, A Short History of the Interpretation of the Bible, SCM, 1985.

**Recommended Articles:**


**More Books**


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**Books on Intrabiblical Interpretation:**


**Books of Particular Interest**


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**On General Hermeneutics**


**On Literary Criticism (Narratology, Rhetoric, Poetics . . .)**

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**Canonical**

Tremper Longman III, Literary Approaches to Biblical Interpretation (Foundations of Contemporary Interpretation), Zondervan, 1987. [Beg; Ev/Ref; Meth, Lit] ***


_______ Literary Interpretations of Biblical Narratives II, Abingdon, 1982. (compilation)

More on Canonical Literary Criticism


Leland Ryken and Tremper Longman III (eds.), A Complete Literary Guide to the Bible, Zondervan, 1993. [Beg; Ev; Lit; Meth] ***


S. E. Porter and T. H. Olbricht, eds. The Rhetorical Analysis of Scripture: Essays from the 1995. London Conference. JSNT Supplement, 146, Sheffield Academic Press, 1997. (compilation) varying perspectives from radical post-modern disinterest with the text except as an unblemished plot on which to project its own political feces, to conservative evangelical respect for the text as revelation.

Victor Wilson, Divine Symmetries: The Art of Biblical Rhetoric, University Press of America, 1997. conservative perspective; explores the relationship of structure to meaning in the pattern of selected units within ten Biblical books; offers an approach to visualizing the shape of Scripture on the Bible’s own terms; extensive indexes and bibliography.

Not Yet Reviewed


Old Testament

On Literary Approaches to Old Testament Literature


Recommended Books:

Robert Alter, *The Art of Biblical Narrative*, Basic Books, 1983. **** [Int; Main/Mod; Lit, Meth, Nar]


Shimon Bar-Efrat, *Narrative Art in the Bible* (JSOT Sup, 70), Sheffield Academic, 2000. ****1/2 [Adv; Jew/AC; Lit, Meth, Nar]

Adele Berlin, *Poetics and the Interpretation of Biblical Narrative*, Eisenbrauns, 1994. **** [Int; Jew/Mod; Lit, Meth, Nar]


Ellen van Wolde (ed.), *Narrative Syntax and the Hebrew Bible* (Biblical Interpretation Series, 29), Brill Academic, 1997. (compilation) ***1/2 [Adv; Main/Mod; Tec; Nar; Meth]

Recommended Articles:


On Old Testament Rhetoric

Dale Patrick and Allen Scult, Rhetoric and Biblical Interpretation (JSOT Sup, 82), Sheffield Academic, 1990. [Adv; Mod; Lit; Txt; Ling]

On Old Testament Poetics

Luis Alonso-Schökel, A Manual of Hebrew Poetics (Subsidia Biblica, 11), Editrice Pontificio Istituto Biblico, 2000. [Adv; Mod; Lit; Txt; Ling]

John W. Welch (ed.), Chiasmus in Antiquity: Structures, Analyses, Exegesis, Research Press, 1999. [Int; Main/Mod; Str]

More on Old Testament Literary Criticism

George W. Coats, Saga, Legend, Tale, Novella, Fable: Narrative Forms in Old Testament Literature (JSOT Sup, 35), Sheffield Academic, 1986.

More Books on Old Testament Narratology:


David Jobling, *The Sense of Biblical Narrative* (JSOT Sup, 7 & 39) (2 vols.), Sheffield Academic, 1987. *** [Adv; Main (+); Nar, Lit]


Peter D. Miscall, *The Workings of Old Testament Narrative* (SBL Semeia Studies), Scholars Press, 1983. ** [Int; Main (+); Lit, Nar, Meth]


Uriel Simon, *Reading Prophetic Narratives* (Indiana Studies in Biblical Literature), Indiana University Press, 1997. **** [Adv; Cath/Mod; Lit, Nar, Meth]


More Articles:


**More Books on Old Testament Rhetoric:**


D. J. A. Clines, A. J. Hauser, and D. M. Gunn (eds.), *Art and Meaning: Rhetoric in Biblical Literature*. JSOT Sup, 144, Sheffield Academic, 1982. (compilation) *** [Adv; Main/Mod; Lit, Ling]

L. J. de Regt, J. de Waard, and J. P. Fokkelman (eds.), *Literary Structure and Rhetorical Strategies in the Hebrew Bible*, Eisenbrauns, 1996. (compilation) *** [Adv; Main/Mod; Lit, Nar, Ling]


**More Books on Old Testament Poetics**


**New Testament**

**On New Testament Narratology / Narrative Criticism**


Mark Allan Powell, *What is Narrative Criticism?* (Guides to Biblical Scholarship), Fortress, 1991. ***1/2

**Articles and Essays:**


On New Testament Rhetoric


George A. Kennedy, New Testament Interpretation and Rhetorical Criticism, University of North Carolina Press, 1984. ***1/2 [Int; Mod; Txt; Ling]


On New Testament Poetics

John Breck, The Shape of Biblical Language, St. Vladamir’s Seminary Press, 1994. [Int; Ev; Str, Theo] ***1/2


More on New Testament Narrative Criticism


More On New Testament Rhetoric

On Classical Rhetoric


More on Narratology (general)


M. C. Parsons, "Reading a Beginning/Beginning a Reading: Tracing Literary Theory on Narrative Openings," *Semeia* 52 (1990) 11-31.

Gerald Prince, *Dictionary of Narratology*, University of Nebraska, 1985. ****


Michael Kearns, *Rhetorical Narratology* (Stages Series, 16), University of Nebraska Press, 1999.****


History of Redemption


Other Biblical Theologies


Dictionaries of Biblical Theology


Related Dictionaries:


W. Bullinger, Figures of Speech Used in the Bible, Baker, 1977. **1/2

Walter L. Wilson, A Dictionary of Bible Types, Hendrickson, 1999. ***

Covenant and Biblical Theology


Christ in the Old Testament


_______ Preaching Christ from the Old Testament, Westminster Media, tape series.

_______ Christ in All the Scriptures, Westminster Media, tape series.


Books on Biblical Theology (definition and method)


Other Books of Interest:


Issues in Biblical Theology

ACADEMIC INTEGRITY:
As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in Section VIII, University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:
It is expected that electronic devices will be used during class to support the students’ learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.

- Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

DISABILITY ACCOMMODATIONS:
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 by Evangel University 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 me 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 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.
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. 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