ACTS
SEMINARIES

Associated Canadian Theological Schools
of Trinity Western University

BIB 620A: Old Testament Theology

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Fall - 2020   Course Dates: Sept. 9 – Dec. 8, 2020
3 credit hours   Class Day: Thursday
Prerequisite: RES 502   Class Time: 8:30 – 11:10 a.m.

Note: this course will be delivered via <u>live-streaming</u>. Students will be able to participate through interactive online live-streaming of class sessions. Please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

I. Course Description

This course will involve an investigation of various approaches to Old Testament theology, an analysis of key passages and theological themes in the Hebrew Scriptures, and practical experience in doing Old Testament theology, all with a view to exploring the significance of this "first testament" for the Christian.

II. Learning Outcomes

By the end of this course, each student will have demonstrated:

1) knowledge of the structure and content of the Old Testament canon and of its narrative arc;
2) a growing awareness of the historical, cultural, and literary contexts that contributed to the shaping of this anthology of texts;
3) familiarity with the thought and work of some important contemporary theologians;
4) the development of skills in conducting biblical theological research through careful analysis of a selected portion of the Old Testament;
5) the ability to identify prominent theological themes in the Hebrew Bible;
6) sensitivity to the Old Testament's theological distinctiveness from, and relatedness to, the New Testament;

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7) engagement in thoughtful reflection on the practical implications – both ecclesial and personal – of what has been studied.

III. <u>Course Textbooks</u>

Goldingay, John. *Old Testament Theology: Israel's Gospel*. Downers Grove: IVP, 2003.
Provan, Iain. *Seriously Dangerous Religion: What the Old Testament Really Says and Why It Matters*. Waco: Baylor University Press, 2014.

IV. <u>Course Assignments</u>

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, so <u>unexcused absences will result in grade reductions</u>. If a student is absent from <u>more than two classes for any reason</u>, s/he will either be required to do make-up work to avoid further grade reductions or will have to retake the course to receive credit for it, depending on the number of absences. For full credit, assignments must be completed on time. Grades for late written work will be reduced 5% per day (weekends = 1 day) to a maximum reduction of 35%. <u>All assignments must be completed in order to receive credit for this course</u>. Those that have not come in by <u>Dec. 8, 2020</u> will not be accepted.

Several kinds of assignments have been created to help the student work through the required material in a meaningful way and to understand the basic issues involved in the study of this part of the Bible.

1) <u>Readings</u>:
   Read the books by Goldingay and Provan.

2) <u>Class Presentation</u>:
   In a <u>15 minute</u> class presentation, highlight and discuss some key ideas in the section of Provan's book designated below, reflecting on what you regard to be the theological implications of those ideas and how they could/should impact life in the twenty-first century:
   - What Is the World? (ch. 2)
   - Who Is God? (ch. 3)
   - Who Are Man and Woman? (ch. 4)
   - Why Do Evil and Suffering Mark the World? (ch. 5)
   - What Am I to Do about Evil and Suffering? (ch. 6)
   - How Am I to Relate to God? (ch. 7)
   - How Am I to Relate to My Neighbor? (ch. 8)
   - How Am I to Relate to the Rest of Creation? (ch. 9)
   - Which Society Should I Be Helping to Build? (ch. 10)
   - What Am I to Hope For? (ch. 11)

3) <u>Online Forums and Class Discussions</u>:
   Students will participate in online forums on subjects related to the assigned readings and other topics. More details will be provided later. All students will be expected to participate in class discussions following class presentations and in conjunction with the other material talked about during class sessions.

4) Theology Paper:
Select one of the following Old Testament books (Deuteronomy, Judges, Nehemiah, Esther, Ecclesiastes, Ezekiel, Daniel, Hosea, Micah, Zechariah) that you would like to investigate with a view to working out its theology. Be advised that this assignment is to be based on your own analysis of the book, not simply a synopsis of the work of others. The more evidence you give of original work and personal thoughtful reflection, the better the grade you will receive. So, to begin with, you should read the biblical book at least two times in order to get a sense of its structure, flow, and basic themes. Note what the book says about God, Israel/Judah, the nations, judgment, salvation, ethics, worship, etc. You will also need to do some research on the context (biblical, historical, cultural, literary, etc.) out of which the book arose so as to understand the kinds of issues that are being addressed. You may consult reputable Bible dictionaries/encyclopedias, atlases, and OT introductions, as well as relevant books and journal articles for this sort of information. Ten such sources should be used.

    After you have gathered the information described above, write a 4500 word paper in which you:
    a. describe the contextual factors that are relevant for this investigation;
    b. present your own outline that demonstrates the book's internal structure;
    c. explain how it all hangs together;
    d. describe the key issues that are dealt with and the major themes that are emphasized, and discuss passages that are especially significant for laying out the theology of the book;
    e. explain how the book contributes to the developing theology of the Old Testament.

    This paper is to include an outline/table of contents (the headings of which appear in the body of the paper as well) and a bibliography of works consulted and cited. Quotation or other use of sources must be scrupulously documented. NB: Plagiarism for this or other assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course.

    The grade for this assignment will be based on both the content of the paper and the quality of your writing.
        Due November 19.

5) Review (Goldingay and Provan):
Write a 2000 word review of Goldingay's and Provan's books. Do not simply summarize their contents, but also evaluate them with respect to such things as the comprehensiveness of their treatment of the major themes of Scripture, the degree to which the authors' theological approaches and conclusions appear to be based on sound exegesis, and the coherence and clarity of their presentations. Discuss important contributions that you think Goldingay and Provan make to the discipline of Old Testament theology and any significant shortcomings that you might detect. Support your assertions with evidence from the books or elsewhere, and cite page numbers for any material that you quote or refer to. Your evaluation should comprise the bulk of the review. This review and the attached Reading Statement (on p. 9 of this syllabus) are due on December 3.

Grading Scale

Letter Grade	Assessment	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

Grade Allocations

1. Class presentation, forums, participation 20%
2. Theology paper (Nov. 19) 45%
3. Review of Goldingay and Provan, Reading Statement (Dec. 3) 35%

V.   Submission of Assignments

Students should submit assignments as Word documents in the Moodle assignment dropbox.

VI.   Course Outline

Sept. 10   Introduction
    Read: Goldingay, preface, ch. 1, postscript; Provan, ch. 1.
17   God Began: Creation
    Read: Goldingay, ch. 2; Provan, ch. 2-3.
24   God Started Over: From Eden to Babel
    Read: Goldingay, ch. 3; Provan, ch. 4-5.
Oct. 1   God Promised: Israel's Ancestors
    Read: Goldingay, ch. 4; Provan, ch. 6.
8   God Delivered: The Exodus
    Read: Goldingay, ch. 5; Provan, ch. 7.
15   God Sealed: Sinai
    Read: Goldingay, ch. 6; Provan, ch. 8.
22   God Gave: The Land
    Read: Goldingay, ch. 7; Provan, ch. 9.
29   NO CLASS (Reading Week & Modular Courses)
Nov. 5   God Accommodated: From Joshua to Solomon
    Read: Goldingay, ch. 8; Provan, ch. 10.
12   God Wrestled: From Solomon to the Exile
    Read: Goldingay, ch. 9; Provan, ch. 11.

Nov. 19   God Preserved: Exile and Restoration
                   Read: Goldingay, ch. 10; Provan, ch. 12-13.
                   Theology paper due.
      26   God Sent: The Coming of Jesus
                   Read: Goldingay, ch. 11; Provan, ch. 14, Postscript.
                   Goldingay and Provan review and Reading Statement due.
Dec. 3   Course debriefing and conversation
                   Goldingay & Provan review paper and Reading Statement due.

VII. <u>Bibliography</u>

See Goldingay, pp. 884-905; Provan, pp. 461-480.

Supplement: Important Academic Notes from ACTS

<u>Web Support – Student Portal</u> <u>https://students.twu.ca</u>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called "I forgot my password." When you click on that link, you will be walked through the process of retrieving your account information.

<u>Paper Formatting</u>

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: http://libguides.twu.ca/EndNote/) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or
www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: http://www.apastyle.org/pubmanual.html.

For free online programs that will enable students to create properly formatted bibliography citations, go to http://www.eturabian.com/turabian/index.html or http://www.calvin.edu/library/knightcite/ ("Chicago" stands for "Turabian").

CANIL students should consult with their own faculty on specific requirements.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes). Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at http://www.twu.ca/research/research/research-ethics/default.html. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it are the student's responsibility. Excellent resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke:

https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/ (Prezi presentation)
http://bit.ly/1p00KX3   (Google Slide presentation offering more comprehensive information)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement

regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html.

Policy Information and Student Concerns

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actsseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience.

Requirements for Participating in a Live-streamed Course

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets.

  ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly <u>before</u> the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to "arrive" as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

  - ➢ Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.

  - ➢ Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Zoom link fails.)

  - ➢ Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as "distance" education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

Reading Statement
Old Testament Theology
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<u>Note</u>: Readings are to be completed by the dates indicated below.

Sept. 10   Goldingay, preface, ch. 1, postscript; Provan, ch. 1.

17   Goldingay, ch. 2; Provan, ch. 2-3.

24   Goldingay, ch. 3; Provan, ch. 4-5.

Oct. 1   Goldingay, ch. 4; Provan, ch. 6.

8   Goldingay, ch. 5; Provan, ch. 7.

15   Goldingay, ch. 6; Provan, ch. 8.

22   Goldingay, ch. 7; Provan, ch. 9.

Nov. 5   Goldingay, ch. 8; Provan, ch. 10.

12   Goldingay, ch. 9; Provan, ch. 11.

19   Goldingay, ch. 10; Provan, ch. 12-13.

26   Goldingay, ch. 11; Provan, ch. 14, Postscript.

PLUS the biblical book that is the focus of your theology paper (at least two times)

Record the percentages for the appropriate options below. Then sign (<u>legibly and in English</u>) and date this statement. <u>Due: December 3</u>.

I completed preparing _____ % of the assigned readings by the due dates.

I completed reading _____ % of the assigned textbook readings after the due dates.

I failed to complete _____ % of the assigned readings.

<u>NB</u>: The total of the preceding percentages cannot exceed 100%!!

Signed: _____   Date: _____

Please print your name (in English!) _____