

## OTS 5512 DL / Old Testament II (online)

ASHLAND THEOLOGICAL SEMINARY

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Online

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### I. Course Description

Prerequisite: BSG 5501 Engaging Texts and Contexts

This study focuses on the content, interpretation, and theology of the books of the Old Testament canon from Chronicles through Malachi. It will also explore the ancient Near Eastern context for these books and their relevance for the New Testament.

### II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
- 2-3. Not assessed in this course
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
- 5-6. Not assessed in this course

### III. Course Requirements

#### A. Textbook(s)

*Holy Bible*: A modern translation which prints poetic sections of Old Testament in poetic form (such as ESV, NIV, NASB, NRSV, etc.).

Arnold, Bill T., and Richard S. Hess. *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker Academic, 2014. ISBN: 978-0-8010-3930-0.

Heschel, Abraham Joshua. *The Prophets*. New York: HarperCollins, 1969, 1971, 2001. ISBN 0-06-093699-1.

LaSor, W.S., D.A. Hubbard, and F. W. Bush. *Old Testament Survey*. Rev. ed. Grand Rapids: Eerdmans, 1996. ISBN 0-8028-3788-3.

#### B. Attendance

In accordance with the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Absence in excess of six hours (equivalent of 2 weeks) will result in class registration changing to "audit," or withdrawal from the course.

**Inactivity for a period of two weeks in an online course will be regarded as a two-week absence.**

**Late Assignments** will incur a reduction of approximately one-half of a letter grade for each day late.

**Extensions** will be possible only in the case of an emergency. Except for an emergency, the course must be completed in normal semester time frame.

### **C. Assignments/Assessment of Student Learning**

Unless otherwise indicated, all assignments must be submitted digitally. **They are due by midnight of the Sunday in the week that they are listed**, unless otherwise indicated.

1. **Weekly study question forum.** Draft a 2-3 paragraph response to study questions in Word. Then copy and paste to discussion forum. The title of your post should follow this format [using Week 5 as example, in which the question pertains to Habakkuk]: “Jane Doe, WSQ 5 Hab.”

The assignment abbreviations (such as “WSQ 5 Hab” will be evident from the weekly drop box label in BlackBoard.

Your initial post is due by midnight of Wednesday each week.

Then proceed to respond in 3-5 sentences to one other student’s post. You have until midnight of Sunday each week to post these follow-up responses. Weekly study questions that are posted late are *not* eligible for any credit.

2. **Bible reading log.** Read the biblical material assigned for the course (1 Chronicles through Malachi). See section VIII, below, for additional instructions and examples. See Tentative Schedule for due date.
3. **Weekly quizzes.** Each week view all video lectures available for that week. Then complete one or more a quizzes over the video lecture(s). This assignment is due each week (no credit if submitted late).
4. **Weekly quizzes on *Old Testament Survey*.** After completing the weekly reading from *Old Testament Survey (OTS)*, you **generally** will be instructed to take the online quiz covering that reading. On certain weeks, **you may be instructed** (in lieu of a quiz) to compose a post to one (1) of the following three options:
  - a. what was most helpful,
  - b. a new piece of information, or
  - c. something you disagree with.

Your post should explain in a thoughtful manner why you are highlighting that portion of *OTS*. Include page number from *OTS*.

Your post should follow this pattern (using Reading for Week 4 as example): “John Doe, R-4” [First Name, Last Name, followed by assignment abbreviation]. The drop boxes in BlackBoard will give assignment abbreviations, week by week.

5. **Discussion post arising from *Ancient Israel’s History by Arnold & Hess*.** For weeks when there is an assigned reading from Arnold and Hess (*Ancient Israel’s History*), compose a post following the instructions given concerning weekly posts from *OTS*, above.
6. **Discussion post arising from *The Prophets by Heschel*.** For weeks when there is an assigned reading from *The Prophets by Heschel*, compose a post following the instructions given concerning weekly posts from *OTS*, above.

7. **Issues paper.** Note: to complete this assignment you will need either (a) to schedule a visit to a library with substantial holdings in biblical resources, or (b) become familiar with accessing solid full-text books and theological journals online. Plan ahead.

For example, here is an excellent set of full-text resources highly recommended as one of the sources for your Issues Paper (it may be beneficial for your Exegetical Paper as well). It is called "Credo Reference (IVP Bible Dictionaries)" or simply "IVP Bible Dictionaries." For instructions on how to access this resource online through the ATS seminary website, please refer to explanation given in this syllabus at the end of the section entitled "Selected Bibliography or References."

Write a 5-7 page paper (double spaced) arising from a topic found in one of the chapters assigned for the Arnold & Hess textbook. Spend up to two pages summarizing what the textbook conveys concerning the topic you have chosen, then dig deeper in some aspect introduced in that chapter. Title that section "**1. Summary of textbook content**".

Then research two or three additional scholarly resources related to the aspect you choose (list these resources in your footnotes, properly formatted). Note: these should be from specialized resources. Here are some sources that will be deemed **insufficient** (i.e., inadequate) for this assignment:

- One of the other course textbooks
- A one-volume Bible dictionary
- A one-volume commentary
- A commentary authored after 1950 (with some exceptions)
- An introduction to or survey of the Old Testament.
- General encyclopedias
- Generalist (insubstantial) web resources

In contrast, here are some resources that would be suitable:

- Journal articles that focus on your topic, found in scholarly journals
- Articles found in multiple-volume theological dictionaries (such as IVP *Dictionary of the OT* series)
- Monographs (single-volume works on a narrow topic) addressing
- Articles in specialized encyclopedias like *Encyclopedia Judaica*

What about using solid, recent commentaries? If your topic is thoroughly discussed (not briefly commented on in passing) then a commentary can serve as one of the resources for this assignment.

Summarize these in a section titled, "**2. Digging deeper.**" Then interact with the various perspectives (agree / disagree / shed more light than was presented in original volume). Title that section "**3. My interaction.**" Thus you will divide paper with three headings, clearly marked:

- 1. Summary of textbook content**
- 2. Digging deeper [additional scholarly resources]**
- 3. My interaction [with textbook and additional sources]**

See Course Schedule, below, for due date.

8. **Exegetical paper.** Please follow instructions found online under “2. myContent / Content / Instructions and Drop Boxes / Exegetical Paper...” Proceed to write a 12-15 page exegetical paper on one of the following passages:
- Option A: Jeremiah 2
  - Option B: Isaiah 52:13-53:12
  - Option C: Ezekiel 16

**D. Calculation of Grade and Connection of Learning Outcomes**

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
<b>1. Weekly study questions</b>	#1	10%
<b>2. Bible reading log</b>	#1	20%
<b>3. Weekly quizzes on video lectures</b>	#1	10%
<b>4. Reading quizzes on <i>Old Testament Survey</i></b>	#1	10%
<b>5 and 6. Discussion post arising from <i>Ancient Israel’s History</i> by Arnold &amp; Hess and <i>The Prophets</i> by Heschel</b>	#1	10%
<b>7. Issues paper</b>	#4	15%
<b>8. Exegetical paper</b>	#4	25%

**IV. Tentative Course Schedule**

<i>Week / Session #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>OTS Reading and Written Assignments</i>	<i>Readings from Anc. Israel’s History (“AIH,” Arnold and Hess) and from The Prophets (“Prophets,” Heschel)</i>
1	15-May	Introduction to OT Prophets <b>Jonah</b>	OTS 16: Prophets and Prophecy, 27: Jonah	<b>AIH</b> Ch. 8. “Biblical Prophets in Historiography,” pp. 262ff.
2	22-May	<b>Amos</b>	17. Heb. Poetry; 18. Amos	<b>AIH</b> Ch. 9. “Late Tenth- and Ninth-Cent. Issues,” pp. 286ff.
3	29-May	<b>Hosea, Micah, Isaiah (A)</b>	19. Hosea, 20. Micah, 21. Isaiah: Background	<b>AIH</b> Ch. 10. “Eighth-Cent. Issues,” pp. 319ff.
4	5-Jun	Isaiah (B); (22. Isaiah: Message)	22. Isaiah: Message	<b>AIH</b> Ch. 11. “Judah in the Seventh Cent.,” pp. 350ff.
5	12-Jun	Zephaniah, Nahum, <b>Habakkuk</b>	23. Zeph., Nah., Hab.	<b>AIH</b> Ch. 12. “Sixth-Cent. Issues,” pp. 383ff.

6	19-Jun	<b>Jeremiah (A)</b>	24: Jeremiah	<b>AIH</b> Ch. 13. "Fifth- and Fourth-Cent. Issues," pp. 406ff.
7	26-Jun	<b>Jeremiah (B),</b> Lamentations, Joel, Obadiah	39. Lamentations 26. Obadiah and Joel	<b>AIH</b> Ch. 14. "The Hellenistic Period," pp. 426ff.
8	3-Jul	<b>Ezekiel, Haggai</b>	25. Ezekiel, 28. Haggai	<b>Prophets, part I:</b> Introduction and Ch. 1, "What Manner of Man is the Prophet?"
9	10-Jul	<b>Zechariah, Malachi,</b> <b>Daniel</b>	29. Zech., 30. Malachi, 43. Daniel	<b>Prophets, part I:</b> Ch. 9, "History"
10	17-Jul	<b>Psalms</b>	<b>Issues Paper</b> 31. Introduction to Writings 32. Psalms	<b>Prophets, part I:</b> Ch. 10, "Chastisement"
11	24-Jul	<b>Proverbs,</b> <b>Ecclesiastes, Song</b> of Songs	33. Wisdom Literature 34. Proverbs 36. Ecclesiastes 37. Songs of Songs	<b>Prophets, part II:</b> Ch. 3, "The Philosophy of Pathos"
12	31-Jul	<b>Job, Ruth</b>	<b>Exegetical paper</b> 35. Job 38. Ruth	<b>Prophets, part II:</b> Ch. 4, "Anthropopathy"
13	7-Aug	Esther, 1-2 Chronicles, <b>Ezra, Nehemiah</b>	<b>Bible reading log</b> 40. Esther 41. Chronicler's Perspective 42. Ezra-Nehemiah	<b>Prophets, part II:</b> Ch. 6 "Ira Dei"

## V. Recommendations for Lifelong Learning

- Regularly include one of these biblical books in your devotional reading.
- Read through a commentary on one of these biblical books periodically.
- Offer a lay-level study of one of these books each year in your ministry.
- Take a personal retreat, focusing on a book and inviting God to speak into your life and ministry through the message of that book.
- Audit a book course dedicated to the study of one of these biblical books.

## VI. Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct

shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

### **B. Seminary Writing Consultation Service**

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to [swc\\_group@ashland.edu](mailto:swc_group@ashland.edu)

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>.

### **C. Students with Disabilities**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### **D. ATS Grading Scale**

Grade	Percent	Description
A	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	
B+	89-91	
B	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## **VII. Selected Bibliography or References**

Boda, Mark J., and J. Gordon McConville. *Dictionary of the Old Testament: Prophets*. Downers Grove, Illinois: InterVarsity, 2012. ISBN 978-0-8308-1784-9. *Note: this volume is available*

*full-text through the ATS library site. Please refer to end of this bibliography for access instructions concerning "IVP Bible Dictionaries."*

Brueggemann, Walter. *Finally Comes the Poet: Daring Speech for Proclamation*. Minneapolis: Fortress Press, 1989.

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Press, 1986.

Fox, Michael V. *A Time to Tear Down and a Time to Build Up*. Rapids, MI: Eerdmans, 1999.

Gowan, Donald E. *Theology of the Prophetic Books: The Death & Resurrection of Israel*. Louisville, Kentucky: Westminster, 1998.

Koch, Klaus. *The Prophets* (2 vols.). Philadelphia: Fortress Press, 1983.

Longman, Tremper III, and Peter Enns. *Dictionary of the Old Testament: Wisdom, Poetry, and Writing*. Downers Grove, Illinois: InterVarsity, 2008. ISBN 978-0-8308-1783-2.

Murphy, Roland E. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. Rev. ed. Grand Rapids: Eerdmans, 1996.

Newsome, James D. *The Hebrew Prophets*. Atlanta, GA: John Knox Press, 1984.

Rad, Gerhard von. *The Message of the Prophets*. New York: Harper & Row, 1972.

Sawyer, John F.A. *Prophecy and the Biblical Prophets*. Rev. ed. Oxford Bible Series. Oxford: Oxford University Press, 1993.

Schuller, Eileen. *Post-Exilic Prophets*. Wilmington, Delaware: Michael Glazier, 1988.

Terrien, Samuel. *The Psalms*. Grand Rapids: Eerdmans, 2003.

Waltke, Bruce K. *The Book of Proverbs*. Vols. I (Prov. 1-15) and II (Prov. 15-31). New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 2004-05.

### **How to access IVP Bible Dictionaries**

Called "Credo Reference (IVP Bible Dictionaries)" or simply "IVP Bible Dictionaries," this set is a full-text online resource consisting of several volumes. You can look up topics, places, Bible books, scholarly debate issues. These are quite current, and come with valuable bibliographies at the end of each article, which you may use for deeper study (many of those secondary resources, however, will not be online). You may use this in your Issues Paper.

Here is one way to access this through the ATS library: go to <http://libguides.ashland.edu/atslibrarysuggesteddatabases>

Under the bold heading "Ashland Theological Seminary Library Suggested Database Listing : A-C", you will see 8 blue/white tabs. The tab marked A-C should be clicked by default. If not, click it. then scroll down to view the A-C entries. Toward the bottom, in alpha order, will be "CREDO REFERENCE: IVP BIBLE DICTIONARIES". Click it. The Credo page will appear. In the middle of the page (to the right of various photo images) you will see "Subjects" in bold, with "Religion &

Theology" under it. Click "Religion & Theology." Now you will see the multiple dictionary volumes comprising the IVP set. For our studies in this course, click on "The IVP Bible Dictionary Series: Dictionary of the Old Testament: Pentateuch." On the next page, the list of articles in that book will appear. Click on an article that interests you, e.g., "Tabernacle."

Note: to cite an article from a resource like this, go to the top of the article (where title "TABERNACLE" appears). To the right of the title there is a series of icons: speaker, quotes, print, email, etc. Select the "quotes" symbol. This will give you a pre-formatted citation for the online source. I would recommend the MLA option, as it appears closest to the Turabian that we specify for seminary work.

## VIII. Other Course Instructions

### A. Weekly study questions

Instructions: Prepare a written response for each question on the date indicated in section IV. Tentative Course Schedule, above.

Show thoughtfulness in your response. Unless otherwise stipulated, aim for personal reflection rather than searching secondary sources for their opinion. You may single space. Generally between 3-5 sentences, or up to two paragraphs per question will be sufficient. Compose in Word, then paste to online discussion forum. Also respond to one other student's post for the same week. Late submittals cannot be accepted.

After posting your response, interact substantively with (at least) one other classmate's response. Vary the classmate with whom you interact, so that over the course of the class you have interacted at some point with most if not all classmates, at some point.

These questions will be supplied as the course progresses.

### B. Bible Reading Log

Read through the books of 1 Chronicles – Malachi once.

Each time you read, keep a log showing ***each of the following:***

1. Insight number
2. Date of reading
3. Section read that day
4. Specific passage within that section, showing where the narrow insight comes from
5. Biblical expression encapsulating the insight
6. The insight-proper (i.e., a fresh insight or blessing, a future preaching text, a verse you want to research in depth sometime because it is a meaningful or obscure to you, etc.). The two dimensions illustrated below are: (A) *What is God like? How should that affect me?* (B) *What matters to God? How should that affect me?* Other dimensions to consider include: (C) *How should one love God?* and (D) *How should one love one's neighbor?*

The purpose of this exercise is to help you develop a sensitive and observant eye when reading the Scriptures, and to provide you with materials for further Bible studies, devotional reading, sermons, etc. While not precluding thought and reflection, this reading is more devotional in character and supplements an exegetical study. This may be handwritten, if legible.

Your log should look something like the **following sample**. *Part of your grade will be based on whether you fail to include any of the six (6) columns shown below.*

Aim for 60 entries, spread rather evenly over the books.

**It is important that you read *all* of the assigned Bible books.** This will be evident from the "Section Read" column, even though insights will not come from every chapter.

#	Date	Section Read Today	Specific Passage	Biblical Expression	Insight or Question
1	Sept. 5	Gen. 1-20	Gen. 1.1	"God created"	<b>What God is like:</b> Creator. <b>How that should affect me:</b> Realizing that God is creator should instill a profound respect for such astounding power and wisdom, also a deep peace, realizing he is in control.
2	Sept. 5	Gen. 1-20	Gen. 1.27	"In his image"	<b>What matters to God:</b> human beings must matter to God, since they are made in his image. <b>How that should affect me:</b> I should regard each person as a masterpiece, even though he/she at present may be unaware of his/her immense value. I should help others discover their worth and live up to all aspects of their worth (including spiritual aspects).
3	Sept. 7	Gen. 21-50	Gen. 35.2	"Put away your foreign gods"	<b>What matters to God:</b> God desires uncompromised devotion. <b>How that should affect me:</b> I should be eager to be wholly devoted to God, and should be vigilant concerning any competitors in my life and value system....Lord, help me not overlook any idols I may still have, tucked away in my luggage.
4	Sept. 7	Gen. 21-50	Gen. 41.1	"Two whole years"	Imagine how long that must have felt, locked in a foreign, Egyptian jail!