



5030 OLD TESTAMENT THEOLOGY  
COURSE SYLLABUS/SCHEDULE  
SUMMER INTENSIVE 2017  
JUNE 12-17

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HST Mission

Harding School of Theology (HST) challenges Christian leaders to develop deeper faith in God and higher standards of ministry and scholarship.

The following student learning objectives are emphasized in this course.

- Demonstrate knowledge of the basic content of the English Bible.
- Demonstrate advanced exegetical skills in the interpretation of Scripture.
- Exhibit an understanding of the primary elements of Christian theology.
- Evidence a love for God and others and a personal commitment to spiritual formation
- Be able to communicate effectively in written, oral, and multi-media forms.

Course Description

Catalogue Description: A study of current approaches to understanding the message of the Old Testament. Selected themes and passages will be considered in light of their contribution to the theology of the Old Testament and its meaning for the modern world.

Instructor's Expanded Description: The course will focus on contemporary challenges to the First Testament's conception of God and perceived incongruities between the First Testament's depictions of YHWH and the NT's depictions of Jesus Christ. Emphasis will fall on the complex unity-in-diversity of the First Testament as well as its canonical/theological relationship to the NT while underscoring the First Testament's relevance to numerous contemporary issues facing the church and world.

Course Objectives

1. To cultivate an appreciation for both the diversity and unity of the First Testament.

2. To enable critical assessment of theological readings of specific texts/books of the First Testament as well as equip students with strategies for their own theological reading of these texts.
3. To encourage more consistent, complete, and accurate appropriation of the First Testament in theological reflection and formulation as well as in Christian preaching, teaching, and counseling.
4. To foster appreciation for both the First Testament's individual testimony to God as well as its shared testimony with the New Testament.
5. To enable a fair assessment of the variety of ways that Christians and Jews have understood and articulated the relationship between the First and New Testaments, and to encourage students to articulate their own understanding of this relationship and its significance for Christian theology/ministry.
6. To encourage a deeper encounter with the god who continues to reveal himself through Israel's and Judah's sacred traditions, as well as through Christ, with a view to personal spiritual formation and more effective discipling of others.

#### Required Texts

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Baker, David L. *Two Testaments, One Bible: A Study of the Theological Relationship between the Old and New Testaments*, 3<sup>rd</sup> Edition. Downers Grove: IVP, 2010. (Only 91 pages required for this course, hereafter abbreviated TTOB)

One of the key issues in First Testament theology relates to its relationship to the New Testament. Proper understanding and articulation of this relationship is essential for a truly Christian reading of the Hebrew Bible that still respects and preserves the First Testament's distinctive voices and emphases. Though the book is 270 pages in length, I am only requiring the last 90 pages for this course. A forum discussion posted on Canvas near the end of our week together will provide an opportunity for discussion and interaction over these thought provoking questions.

Childs, Brevard S. *Biblical Theology: A Proposal*, Facets edition. Minneapolis: Fortress Press, 2002. (80 pages in length, hereafter abbreviated BTP)

Childs was one of the most seminal and important practitioners of Biblical Theology in the late 20<sup>th</sup> century. This abbreviation of his basic approach will

serve as the methodological foundation for the approach taken in this course. Students are welcome to adapt or even reject Childs' methodology, but they should be familiar with it and interactive with it in their work in the course. This book should be read in its entirety BEFORE class meetings begin on June 12. A Canvas quiz over this book will be posted and should be completed prior to June 12 as well.

Fretheim, Terence. *God and World in the Old Testament: A Relational Theology of Creation*. Nashville: Abingdon Press, 2005. (284 pages, hereafter abbreviated GWOT)

Fretheim critically but sympathetically engages with traditional theological formulations.

Sweeney, Marvin. *TANAK: A Theological and Critical Introduction to the Jewish Bible*. Minneapolis: Fortress Press, 2012.

Christian First Testament theology should only proceed in dialogue with Jewish theological perspectives on the Hebrew Bible. While there will obviously be differences in interpretation, emphasis, and goals, the dialogue holds Christians accountable for respecting the Hebrew origin and orientation of the First Testament. It also helps prevent theological trajectories that potentially foment anti-semitism and undermine the church's witness to and shared witness with the Jewish community. Select portions of the book are assigned in the course schedule as a counter point to Fretheim's perspective.

### Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site ([www.hst.edu](http://www.hst.edu)) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

### USE OF TECHNOLOGY

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545.

You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor.

Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email. Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is [kyoungb1@harding.edu](mailto:kyoungb1@harding.edu). Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent!

### Course Requirements

1. Preliminary work
  - a. The bulk of the reading that is assigned in the course requirements and in the course schedule below should be completed before class begins on June 12.
  - b. The total number of pages that students are required to read for this course is 820.
  - c. See course schedule for the assigned portions of each book.
2. Objective Exam over BTP, TANAK, 3-36, and video lecture over preliminary matters and methodology.
  - a. I want to devote our week in class to the practicing of reading the Hebrew Bible theologically from a Christian perspective. Therefore, certain preliminary and methodological issues need to be grasped before the week of class.
  - b. The following will prepare students to participate effectively in class exercises and discussions
    - i. Reading BTP in its entirety
    - ii. Reading TANAK, 3-36
    - iii. Viewing a 50 minute video lecture posted on Canvas entitled "Introducing First Testament Theology"
  - c. An objective exam consisting of 50 multiple choice and T/F questions covering b. i-iii above will be posted on Canvas by 5/15
  - d. Students are allowed to consult the assigned readings and any notes that they may have taken on the assigned readings during the exam. The exam, however, will be timed and must be

completed in 60 minutes leaving very limited time for looking up answers. It is best therefore to read the assigned texts carefully before the exam and be familiar with the content and layout of the assigned pages from the books.

- e. The exam should be completed by 6/11 at 11:59 pm.
- 3. Forum discussion over TTOB
  - a. Thursday 6/15 a forum discussion will open on Canvas related to the assigned pages in TTOB.
  - b. Each student should respond to the thought question posted on the forum with a 200-400 word essay.
  - c. After completing his/her own response, each student must select four classmates' essays to respond to. These responses should be 75-125 words in length.
  - d. The forum will close 6/16 at 11:59 pm
  - e. The intent of the forum is to help prepare you to discuss the relationship between the testaments in our Saturday morning session.
- 4. Final Essay Exam over GWOT, select portions of TTOB, and select portions of TANAK
  - a. A final essay exam consisting of four questions will open on Canvas Monday, June 19 over the assigned readings that were not covered in the objective exam as well as over class lectures and discussions.
  - b. The exam should be completed by June 23 at 11:59 pm.
- 5. Sermon/lesson revision plus commentary
  - a. By June 12, students should submit on Canvas a sermon manuscript or lesson plan/outline on an OT text that they have presented within the past two years to serve as the basis for an analysis, revision, and commentary. If the submission is a lesson plan or outline, all main points and subpoints should be complete sentences clearly supporting a lesson objective or thesis associated with the selected OT text. In other words, the outline's progression of thought and main point should be clear to me when I read it.
  - b. By June 30 at 11:59 pm students should submit on Canvas a revision of the sermon manuscript or lesson plan/outline that they submitted June 12 documenting how they would preach/teach their chosen OT text differently after having completed this course.
  - c. The revision should be accompanied by a commentary explaining each change and the reasons for each change. The commentary should document specific aspects of the assigned readings or discussions in the course that provoked the revisions along with additional resources (besides assigned readings) that the student consulted to deepen and improve the sermon's/lesson's content. These resources should include commentaries, journal articles, and relevant monographs that the student became aware of during the

course or during research for the revision. Appropriate citations and bibliography formatted according to HST style guidelines must, of course, be included.

- d. The completed assignment should be in research paper format, 18-23 pages in length, 12 point Courier, Times, Times New Roman, Arial, or Cambria font.
- e. The following rubric will be employed in evaluating this assignment.

Criteria	Maximum Point Value
Submission of a clean, clear, coherent sermon manuscript, detailed lesson plan, or detailed Bible class outline on a text from the Hebrew Bible written during the past two years. The submission should have clear thesis statement that unifies all of its parts	_____/15 pts
Thoughtful and extensive revision of the original submission that goes beyond structural, homiletical, or stylistic concerns. Revisions should reflect theological, spiritual, and methodological growth in the appropriation of the Hebrew Bible for contemporary Christian formation based largely (but not exclusively) on assigned readings in the course, class lectures, and discussions	_____/25 pts
A commentary that makes explicit the student's thought process, sources, and underlying rationale for each revision to the original submission. The commentary should interact extensively with assigned readings from the course, scholarly resources that are relevant to the subject matter of the submission/revision, and the student's own new interpretive insights into the relevant biblical texts.	_____/40 pts
A final draft that is relatively error free, manifesting best research and writing practices in terms of grammar, syntax, logic, argumentation, exegetical care, theological precision, and effective communication. In other words, the final draft betrays evidence of thorough proof-reading and revision.	_____/20 pts

Assignment Weighting and Grading Scale

Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	60>

Assignment	Weight
Objective Exam	30%
Final Essay Exam	30%
Sermon/Lesson Revision w/ Commentary	40%
a) initial submission of sermon manuscript/lesson plan/outline (6/12)	Broken down as follows: → 10%
b) revisions	→ 15%
c) commentary on revisions	→ 15%
	40%

Schedule of Topics for Class Meetings

	Monday 6/12
AM	Theology of the Pentateuch (Relevant reading: TANAK, 45-167; GWOT, ix – 156) 1.Revelation of the Divine Name 2.Centrality of Sinai 3. Theology of Creation 4. Relation between Abrahamic and Mosaic Covenants 5. Theology of tabernacle, cult, & ritual purity 6. Sin & Judgment in the Pentateuch (Wilderness Wandering in Numbers)
PM	Special Topics in Theology of the Pentateuch: 1. The problem of Genocide (Deut. 7) 2. Contemporary significance of Mosaic law 3. Christian appropriations of the 10 commandments.

	Tuesday 6/13
AM	Theology of the Former Prophets (Relevant reading: TANAK, 171-260) 1. Deut's relationship to FP 2. Interrelationship of history & theology in Hebrew Bible 3. Recapitulations of the Fall in FP 4. Diversity and unity of the FP 5. Theological significance of the land 6. Davidic Covenant in relation to Mosaic and Abrahamic covenants
PM	Special Topics in FP: 1. Propaganda as Theology (Judges) 2. Tensions between Joshua & Judges 3. Women, children, slaves, & homosexuality in the Hebrew Bible 4. Messianism in the Hebrew Bible, in Judaism, and in Christianity 5. Theological relationship of Samuel-Kings to Chronicles
	Wednesday 6/14
AM	Theology of the Latter Prophets (Relevant reading: GWOT, 157-198; TANAK, 265-368) 1. Isaiah 2. Jeremiah 3. Ezekiel 4. Book of the Twelve 5. Synthesizing the Theology of the Hebrew Prophets a) Experience of the Divine Council b) Significance of Exile c) Prophets as Covenant Lawyers d) Prophetic embodiment e) Day of YHWH and prophetic eschatological program
PM	Special Topics in Theology of the LP 1. Divine Pathos and prophetic inspiration 2. Prophecy's relationship to covenant(s) and law(s) 3. Fulfillment/unfulfillment of prophecies and conditionality of prophecy 4. The prophetic theology of worship 5. Prophetic concepts of justice, shalom and community
	Thursday 6/15
AM	Theology of Hebrew Wisdom Literature & Other Writings (Relevant reading: GWOT, 199-247) 1. The role of creation and cosmology in wisdom (Proverbs) 2. Proverbs, Job, Ecclesiastes, & Song of Songs in canonical conversation 3. The limitations of human wisdom (Ecclesiastes) 4. The role of revelation in wisdom 5. The dialectic of divine presence and divine absence (Job) 6. Sex & Gender in Hebrew Wisdom (Song of Songs)

PM	Other Writings 1. Chronicles, Ezra-Nehemiah 2. Daniel 3. Esther 4. Ruth
Friday 6/16	
AM	Theology of the Psalms & Lamentations (GWOT, 249-284; TANAK, 425-447) 1. Didactic frame, doxological orientation, and Davidic emphasis in the final form of the Psalter 2. Tension between Davidic and Mosaic Covenants in Psalter 3. Key metaphors for God in the Psalter a) rock/refuge b) divine warrior c) Shepherd/suzerain d) Other metaphors less directly tied to God 4. Psalms as a Compendium of First Testament theology 5. The Psalter's Symbolic World (Cosmology in the Psalms)
PM	Special Topics 1. Imprecation, the Hebrew Bible, and the NT 2. Protest as worship 3. Psalm's theology of worship 4. Psalms and Spiritual Formation 5. Lamentations: Theodicy, Antitheodicy, and Eschatology
Saturday 6/17	
AM	The relationship between the First Testament and the NT (Relevant reading: TTOB, 179-270) 1. A survey of approaches 2. Typology 3. Promise and Fulfillment 4. Continuity and Discontinuity 5. Supersessionism 6. Christian Reading of the First Testament: Christological, Christocentric, or Christotelic?

## ADDITIONAL POLICIES AND INFORMATION

Accessibility/Communication HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: [kyoungb1@harding.edu](mailto:kyoungb1@harding.edu) Phone Number: (501) 322-0124.

Students with Disabilities It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a

disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Credit Hour Workload For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Academic Integrity Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.