

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>OLD TESTAMENT THEOLOGY AND HISTORY</b> OLDT 0511 (SECTION 1P)
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 11 – DECEMBER 4, 2024 WEDNESDAYS 11:15 AM – 2:05 PM IN-PERSON ONLY
<b>Instructor</b>	<b>PETER CHU, MD, MA, ThM</b> Email (communication): <a href="mailto:pchu@tyndale.ca">pchu@tyndale.ca</a> Email (assignments): <a href="mailto:peter.ty.chu@gmail.com">peter.ty.chu@gmail.com</a>
<b>Class Information</b>	Classes will be <b>in-person</b> on Wednesdays from 11:15 AM – 2:05 PM. Office Hours: By appointment
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament.

*Recommended Prerequisite: BIBL 0501*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- A. describe the structure of the Old Testament and the content of its three major canonical units;
- B. construct a chronological outline for the major historical events of the Old Testament;
- C. identify and describe the major theological streams within the Old Testament;

- D. describe the history of interpretation of the Old Testament, the various approaches and reading strategies employed in Old Testament studies, and key historical and contemporary issues in Old Testament theology;
- E. research a specific area of historical or theological interest relevant to the Old Testament and present their findings in a coherent and thoughtfully reasoned essay;
- F. develop a strategy for the contemporary appropriation of the Old Testament;
- G. recognize the importance of knowing the Old Testament in order to understand the New Testament
- H. value the determinative place of God’s faithful love in His relationship with us and demonstrate greater trust in and obedience to Him in response.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco, TX: Baylor University Press, 2013.

Richter, Sandra L. [\*The Epic of Eden: A Christian Entry into the Old Testament\*](#). Downers Grove, IL: IVP Academic, 2008.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.

House, Paul R. *Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1998.

Routledge, Robin. *Old Testament Theology: A Thematic Approach*. Downers Grove, IL: InterVarsity Press, 2008.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition ed. Louisville, KY: Westminster John Knox, 2011.

Tozer, A. W. *The Knowledge of the Holy*. San Francisco, CA: Harper & Row, 1961.

Wald, Oletta. *The New Joy of Discovery in Bible Study*. Revised Edition. Minneapolis, MN: Augsburg, 2002.

Wright, J. H. Christopher. *The Mission of God: Unlocking the Bible’s Grand Narrative*. Downers Grove, IL: IVP Academic, 2006.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## D. ASSIGNMENTS AND GRADING

### 1. Old Testament Reading with Reflective Annotation (20%)

- 1.1. Genesis, Exodus (1-35, 40), Leviticus (1-10), Numbers (8-36), Deuteronomy, Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, Ezra, Nehemiah, Esther, Ecclesiastes, Daniel (1-6), Isaiah (1-21, 40-55, 60-66), Hosea, Amos, Jonah, Micah, Haggai, Malachi. [445 chapters]
  - 1.1.1. Above books can be read in **any** order
- 1.2. Reflective Annotation:
  - 1.2.1. After reading each of the above Old Testament books, write one paragraph describing something new that you learned. How did God speak to you? What did you learn about God? About yourself? How did the book challenge you?
  - 1.2.2. List at least 3 questions or topics that you would like to research further. You may include sub-questions or detailed ideas of directions for future study.
  - 1.2.3. **Reflective paragraph + questions = 1 page MAXIMUM, double spaced.**
- 1.3. Reflective annotations will be graded as either satisfactory (pass) or unsatisfactory (fail).
- 1.4. Reflective annotations are due at the beginning of class on the following dates:
  - 1.4.1. **Wednesday, October 2, 2024** (first 150 chapters)
  - 1.4.2. **Wednesday, October 30, 2024** (second 150 chapters)
  - 1.4.3. **Wednesday, December 4, 2024** (final 145 chapters)
- 1.5. Please submit all assignments electronically as a **single WORD document** (not PDF) to the instructor’s email address.

### 2. Textbook Reading with Interactive Annotations (10% for each textbook = 20%)

- 2.1. Your Weekly Class Schedule posted on the class webpage contains a textbook reading schedule for each week that corresponds to subjects and Biblical texts that will be discussed in that week’s class.
- 2.2. Interactive Annotations
  - 2.2.1. After completing the weekly textbook reading, interact with the author(s).
  - 2.2.2. Interactions can include but are not limited to:
    - Points of agreement with reasons

- Points of disagreement with reasons
  - Points of new learning and why they were significant
  - Questions you would like to ask the author
- 2.2.3. Three (3) questions or topics you would like to research further.
- 2.2.4. Maximum length = 1 page, double spaced
- 2.3. Interactive annotations will be graded as pass / fail.
- 2.4. **Interactive annotations are due at the beginning of each class.**
- 2.5. Students are required to submit **only ten (10)** interactive reading annotations.
- 2.6. Please submit all assignments electronically as **WORD** documents (not PDF) to the instructor's email address.

### 3. SCRIPTURE MEMORIZATION (10%)

- 3.1. Choose a single passage or a collection of passages in the Old Testament that is at least 15 verses long, which you have **not** previously memorized, and memorize it.
- 3.2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt and 1 error.
- 3.3. You may use any language and any Bible translation.
- 3.4. This assignment will be due at the beginning of class on **Wednesday, October 9, 2024**. On that day, please submit on a 3x5 index card, your name, the passage of Scripture memorized, the date you recited it, and the name and signature of the individual to whom it was recited.
- 3.5. Between **October 9 – December 4, 2024**, members of the class will be called upon to recite the passage of Scripture they have memorized.

### 4. RESEARCH PAPER (30%)

#### 4.1 General requirements

- 4.1.1 The paper will be 12-15 pages in length (excluding title page and bibliography). Papers **must not** exceed 15 pages. An exception may be made for papers with extensive *content* footnotes.
- 4.1.2 Doubled spaced, 12 point font, 1 inch margins.
- 4.1.3 Minimum of 10 peer reviewed sources – journal articles or monographs (books)
- 4.1.4 Paper must be written according to SBL format. Please see [\*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies\*](#), 2<sup>nd</sup> ed. (Atlanta, GA: SBL Press, 2014).
- 4.1.5 Research for the paper can be completed in collaboration with other students as part of a study group (see below). **HOWEVER, the paper must be individually written.**

## 4.2 Due Dates

- 4.2.1 Students must choose and submit the topic for their research paper by **Wednesday, September 25, 2024**.
- 4.2.2 Research papers will be submitted at the beginning of class on **Wednesday, November 6, 2024**.
- 4.2.3 **Please submit all assignments electronically as WORD documents (not PDF)** to the instructor's email address.

## 4.3 Study Groups

- 4.4.1 Student can form study groups to research and discuss the topic for their paper.
- 4.4.2 To facilitate the formation of groups, a list of the research topics chosen by the class will be circulated after **Wednesday, September 25, 2024**.
- 4.4.3 Study groups can work together to research and discuss their chosen topic but the **paper must be written individually**.

## 4.4 Options for Research Topics

- 4.4.1 The Creation account of Genesis 1:1–2:4. Discuss the structure and key theological ideas of this text. Compare this text with other Ancient Near Eastern (ANE) creation accounts. Your paper should include, but is not limited to, a discussion of the following questions:
  - 4.4.1.1 What is the intended message of the Gen 1:1-2:4 creation account?
  - 4.4.1.2 What are the similarities and differences between Genesis 1 and other ANE creation accounts?
  - 4.4.1.3 What accounts for the similarities between these texts?
  - 4.4.1.4 What theological values lie behind the narrative elements in which the Biblical text differs from the ANE texts?
  - 4.4.1.5 What can we learn about how to interpret the Bible from such a comparative study?
- 4.4.2 Sacrifice in the book of Leviticus and in the Ancient Near East. Your paper should include, but is not limited to, a discussion of the following:
  - 4.4.2.1 List and describe the various theories of sacrifice as proposed by anthropologists
  - 4.4.2.2 Name and describe the various types of sacrifice in Leviticus and the indication and function of each. Identify where there is disagreement among scholars and evaluate the various positions.
  - 4.4.2.3 What is the theological relevance and significance of OT sacrifices to the contemporary Christian community?

- 4.4.3 Circumcision. Discuss the origin, function, and significance of circumcision in the Old Testament. Your paper should include, but is not limited to, a discussion of the following questions:
- 4.4.3.2 What were the practice and purpose of circumcision in the ANE?
  - 4.4.3.3 What were the meaning and significance of circumcision in Genesis 17?
  - 4.4.3.4 What was the significance of circumcision described as a “sign” in Genesis 17?
  - 4.4.3.5 Why did Abraham circumcise his entire household?
  - 4.4.3.6 What are the other texts in the OT in which circumcision is mentioned and what is its significance in those texts?
- 4.4.4 The Davidic Covenant. Are God’s promises to David conditional or unconditional?
- 4.4.4.1 Examine the Biblical texts in which the promises to David are given as well as texts which refer to those promises.
  - 4.4.4.2 Study each text and note the terms of the covenant and how the covenant is presented. Is the covenant conditional or unconditional? Can it be broken or terminated? Can it be restored?
  - 4.4.4.3 Compare how each text presents the covenant with David. Where do you observe similarities and differences? How would you interpret the significance of both the similarities and the differences? How does each text relate to the others?
  - 4.4.4.4 What lessons in hermeneutics have you learned about how the Old Testament communicates its message?
- 4.4.5 The Messiah in the Old Testament
- 4.4.5.1 Trace the development of the concept of the Messiah in the Old Testament.
  - 4.4.5.2 Where does the concept first appear? What elements and form does it first possess?
  - 4.4.5.3 How does the concept of the Messiah develop and expand as the history and theology of the Old Testament unfolds and develops?
  - 4.4.5.4 How did Messianic expectations change throughout the Old Testament?

## 5. CREATIVE SYNTHETIC PROJECT (20%)

### 5.1. Goal:

- 5.1.1 To provide you with an opportunity to synthesize the ideas, concepts, and facts that you have learned during our time of study together.
- 5.1.2 To encourage the exercise and development of your creative and communication gifts

## 5.2. Assignment:

5.2.1 Answer a 13-year-old student's question: "What is the Old Testament about?"

## 5.3. Options for completing this assignment:

5.3.1 Construct a synthetic Timeline of the Old Testament. Your Timeline must include but is not limited to the following elements:

5.3.1.1 Timeline from Abraham (≈2000 BCE) to Alexander the Great (336 BCE)

- Timeline can be dynamic and discontinuous depending on the degree of activity in a particular time period

5.3.1.2 World around Israel (dominant peoples or city states, key leaders, major events)

5.3.1.3 World within Israel (events, places, key individuals)

5.3.1.4 Place each book of OT along the Timeline

- For narrative books, place the book according to the dating of events described in the book and not the date of authorship
- For poetic and prophetic books, place according to date of authorship

5.3.1.5 Trace the introduction and development of key theological themes

5.3.1.6 Respond to the question: "What did you learn from constructing the Synthetic Timeline?"

- Maximum: 2 pages, double spaced, 12 pt font

5.3.2 poem

5.3.3 song

- hymn
- praise and worship

5.3.4 spoken word, rap, slam poetry

5.3.5 art

5.3.6 video

5.3.7 oral presentation: story, analogy, illustration,

5.3.8 theatre or drama

5.3.9 dance

5.3.10 other --- please discuss with me prior to developing your idea

## 4. Guidelines:

4.1. You will be graded on the **comprehensiveness, clarity, and creativity** of your answer to the student's question.

4.2. For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance

- 4.2.1. submit a copy of the lyrics/screenplay/script along with a written explanation of the lyrics
- 4.2.2. the written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of footnotes to explain the structure and content of the song, cite sources, and cite supporting scriptural references
- 4.2.3. there is no limit on the number or extent of footnotes
- 4.2.4. submit the audio/video of your performance on USB or provide link to YouTube
- 4.3. Art
  - 4.3.1. provide a written explanation of how your art answers the Sunday School student's question. Include the title of your art and explain your choice of the title.
  - 4.3.2. the written explanation will be a maximum of 10 pages (double spaced, 12 point font, 1 inch margins), excluding the title page and bibliography
  - 4.3.3. remember to cite sources and supporting scriptural references in footnotes
  - 4.3.4. please bring the art to class on the date the assignment is due. If it is too big to be transported, please speak to me about alternatives.
- 4.4. For all assignment options:
  - 4.4.1. use footnotes and not endnotes
  - 4.4.2. insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.
  - 4.4.3. you **MUST** provide scriptural references to support your arguments, assertions, claims, or position

**5. Due Date:** At the beginning of class, **Wednesday, November 20, 2024.**

**6. In class presentation:** students will have the opportunity to present their projects on **Wednesday, December 4, 2024.**

## **E. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## **F. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:



Reflective Annotations	20 %
Textbook Reading with Interactive Annotations	20 %
Research Paper	30 %
Scripture Memorization	10 %
Creative Synthetic Project	20 %
<b>Total Grade</b>	<b>100 %</b>

#### IV. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

##### A. Academic Integrity

Everything we do as Christ followers is “as unto the Lord” and before the Lord. Tyndale is a community of learners and teachers united by a common desire to know God and to make Him known. Academic integrity is one component of the excellence by which we serve God and each other.

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

##### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

##### B. Guidelines for the Submission of Written Work

1. Written work must follow the SBL stylistic model described in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#), 2<sup>nd</sup> ed. (Atlanta, GA: SBL Press, 2014). Please familiarize yourself with this handbook as it provides instructions for

not only footnotes and bibliographic formats but also stylistic elements such as acceptable abbreviations, etc.

2. If the work of others is utilized or incorporated into your own academic work, you must acknowledge them and give them proper credit and recognition by citing them in a footnote and/or bibliography. For a helpful online tutorial on academic integrity and citation, go to <http://classes.tyndale.ca> and click on the “Student Resources” tab at the top menu bar of your home page and select “Academic Integrity for Seminary Students” on the dropdown menu.
3. Please proof-read your work for spelling, punctuation, grammar, organization, coherent thought, and logical flow of arguments. It is often helpful to ask someone else to review your writing and comment on the above criteria.
4. All assignments are to be handed in at the **beginning** of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for **any part** of each week it is late.
5. Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
6. Checklist:
  - a. did you answer the question that was asked?
  - b. did you follow the instructions?
  - c. clarity and organization
  - d. critical analysis --- your paper should answer more “how?” and “why?” type questions than “what?” type questions?
  - e. spelling, grammar, punctuation, sentence structure, inclusive language
  - f. appropriate format for footnote citations and bibliography
7. Practical Tips for Essay Writing
  - a. Pray. Pray that your essay would transform your life and church community.
  - b. Begin early and work on it each week. Capture ideas that come to mind.
  - c. Start your research by reading an overview of your subject area in a major Bible dictionary or encyclopedia such as the *Anchor Bible Dictionary*, *The New Interpreters Dictionary of the Bible*, *the Eerdmans Bible Dictionary*, *the New International Standard Bible Encyclopaedia*, *Encyclopaedia Judaica*, or *the New Catholic Encyclopaedia*.
  - d. The reference (encyclopaedias, dictionaries, commentaries) and periodical collections in the library are invaluable. Become familiar with their contents.
  - e. Take advantage of the [library’s e-Resources](#) which provide access to [scholarly periodicals and journals](#) via the EBSCOHost, ATLA, and JSTOR databases.
  - f. Utilize the staff and expertise of the Tyndale Centre for Academic Excellence or visit the Centre’s [website](#). You will receive excellent help in documentation, style, grammar, punctuation, concise writing, focusing your research question, and much more.
  - g. Make sure your essay is properly formatted including page numbers, title page, footnotes, and bibliography.

- h. Have someone proofread your essay prior to submission.
- 8. **Please submit all assignments electronically as WORD documents (not PDF)** to the instructor's email address.

### **C. How will assignments be graded?**

In general, assignments which meet the professor's expectations will receive a grade of B or 75%. Grades above or below "B" will be related to the excellence or deficiencies of the submitted work relative to this satisfactory threshold. Excellence or deficiencies in the following areas will increase or decrease the grade that is assigned:

1. number and quality of primary and secondary sources cited
2. content
3. form and presentation --- correct SBL footnote and bibliographic format must be used
4. depth, thoughtfulness and thoroughness of analysis and discussion
  - a. asking and answering "how" and "why" questions versus "what" questions
  - b. breadth and depth of historical, grammatical, syntactical, exegetical, and theological research
  - c. exegetical interaction with the Biblical text, relevant scholarly articles, major commentaries
5. clarity, consistency and direction of logic, argument, and reasoning
6. quality and clarity of writing --- spelling, grammar, punctuation, sentence structure

### **V. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## VI. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A detailed weekly course schedule will be posted on the course webpage with:

- Overview of class content
- Readings due for each class
- Specific due dates for course requirements

<b>September 11</b>	Devotional: Psalm 136 Introductions <ul style="list-style-type: none"><li>– our learning community</li><li>– course syllabus</li><li>– Old Testament</li><li>– Who is God? (Part 1/2)</li></ul>
<b>September 18</b>	Devotional: Gen 16:1 - 17:1 Who is God? (Part 2/2) Introduction to the Old Testament (1)
<b>September 25</b>	Devotional: Psalm 19 Creation (Part 1/2) <ul style="list-style-type: none"><li>– Creator and Creation</li><li>– Creation of Man and Man in Creation</li></ul>
<b>October 2</b>	Devotional: Psalm 13 Creation (Part 2/2) Fall: Choices and Consequences
<b>October 9</b>	Devotional: Psalm 40 Promise Theology <ul style="list-style-type: none"><li>– Abraham, Jacob, Joseph, David</li></ul>
<b>October 16</b>	Devotional: Exodus 14 Redemption Theology <ul style="list-style-type: none"><li>– Covenants in Israel and the Ancient Near East</li><li>– Goshen to Sinai</li></ul>
<b>October 23</b>	<b>Reading Week – No Class</b>
<b>October 30</b>	Devotional: Psalm 46 Theology of Covenants (Sinai, Deuteronomic)

- The Law
- The Covenant

- November 6**            Devotional: Psalm 23  
Divine Presence and Accessibility
- Holiness
  - Divine Presence
- November 13**        Devotional: Psalm 34  
Prayer: Dialogue with God
- November 20**        Devotional: Psalm 51  
Sin, Sacrifice, Repentance, Forgiveness
- November 27**        Devotional: Psalm 100  
Sabbaths, Feasts and Festivals
- December 4**         Devotional: Psalm 67  
Future Fulfilled Hope
- The New Covenant
  - The Messiah

## VI. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Anderson, Bernhard W. *Contours of Old Testament Theology*. Minneapolis: Fortress, 1999.

Arnold, Bill T. and David W. Baker, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999.

Baltzer, Klaus. *The Covenant Formulary in Old Testament, Jewish, and Early Christian Writings*. Philadelphia: Fortress, 1970.

Beale, Gregory K. *The Temple and the Church's Mission: A Biblical Theology of the Dwelling Place of God*. NSBT. Downers Grove: InterVarsity Press, 2004.

\_\_\_\_\_. *We Become What We Worship: A Biblical Theology of Idolatry*. Downers Grove: InterVarsity Press, 2008.

- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.
- Bright, John. *A History of Israel*. 4<sup>th</sup> ed. Louisville: Westminster John Knox, 2000.
- Brueggemann, Walter. *Theology of the Old Testament*. Minneapolis: Fortress Press, 1997.
- \_\_\_\_\_. *The Land: Place as Gift, Promise, and Challenge in Biblical Faith*. 2<sup>nd</sup> ed. OBT. Minneapolis: Fortress Press, 2002.
- Childs, Brevard. *Biblical Theology in Crisis*. Philadelphia: The Westminster Press, 1970.
- \_\_\_\_\_. *Biblical Theology of the Old and New Testaments*. Minneapolis: Fortress Press, 1992.
- \_\_\_\_\_. *Old Testament Theology in a Canonical Context*. Philadelphia: Fortress Press, 1989.
- De Vaux, Roland. *Ancient Israel: Its Life and Institutions*. Translated by John McHugh. Grand Rapids: Eerdmans, 1997.
- Dumbrell, William J. *The Faith of Israel: Its Expression in the Books of the Old Testament*. Grand Rapids: Baker, 1988.
- Eichrodt, Walter. *Theology of the Old Testament*. Translated by J. A. Baker. 2 vols. Philadelphia: Westminster Press, 1961.
- Goldingay, John. *Israel's Gospel*. Downers Grove: InterVarsity Press, 2003.
- Hahn, Scott W. *Kinship by Covenant: A Canonical Approach to the Fulfillment of God's Saving Promises*. New Haven: Yale University Press, 2009.
- Hasel, Gerhard. *Old Testament Theology: Basic Issues in the Current Debate*. 4<sup>th</sup> ed. Grand Rapids: William B. Eerdmans Publishing Company, 1991.
- Hayes, John H. and Frederick Prussner. *Old Testament Theology: Its History and Development*. Atlanta: John Knox Press, 1985.
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- Kaiser, Walter C. Jr. *Toward an Old Testament Theology*. Grand Rapids: Zondervan, 1978.
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- Martens, Elmer A. *God's Design: A Focus on Old Testament Theology*. Grand Rapids: Baker, 1981.
- Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel*. Grand Rapids: Baker, 1987.
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- Ollenburger, Ben C. ed. *Old Testament Theology: Flowering and Future*. Winona Lake, IN: Eisenbrauns, 2004.
- Preuss, Hosrt Dietrich. *Old Testament Theology*. Translated by Leo G. Perdue. 2 vols. OTL. Louisville, KY: Westminster John Knox Press, 1995-1996.
- Rendtorff, Rolf. *The Old Testament: An Introduction*. Translated by John Bowden. Philadelphia: Fortress Press, 1991.
- \_\_\_\_\_. *Canon and Theology: Overtures to an Old Testament Theology*. Translated by Margaret Kohl. Edinburgh: T&T Clark, 1994.
- Reventow, Henning Graf. "The 'Centre' of the Old Testament." *Problems of Old Testament Theology in the Twentieth Century*. Trans. John Bowden. London: SCM Press, 1985, pp. 125-133.
- Sasson, Jack M., John Baines, Gary Beckman, and Karen S. Rubinson, eds. *Civilizations of the Ancient Near East*. 4 vols. New York: Charles Scribner's Sons, 1995.
- Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress Press, 1978.
- Waltke, Bruce K. with Charles Yu. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.
- Williamson, Paul. R. *Sealed with an Oath: Covenant in God's Unfolding Purpose*. NSBT. Downers Grove: InterVarsity Press, 2007.
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