



On-Campus Course Syllabus

OTS602

Old Testament Theology

Fall 2022

Class Information

Day and Time: Tuesday 4:45-7:15 pm

Room Number: TBD

Contact Information

Instructor Name: Kevin R. Warstler, Ph.D.

Instructor Email: kwarstler@criswell.edu

Instructor Phone: 214-818-1331

Instructor Office Hours: Tuesday 2-4 pm; Thursday 2-4 pm

Course Description and Prerequisites

A study of the principal religious themes of the Old Testament from the perspective afforded by exegetical studies of the Hebrew text. While the course includes a historical introduction to the discipline of Old Testament theology, focus is on delineating the distinctive elements of Hebrew thought and their contributions to the shape of biblical revelation. (Prerequisites: OTS 501, OTS 601, or equivalent)

Course Objectives

Upon completion of the course you should be able to:

- A. Identify the major people and events associated with the history and development of Old Testament theology;
- B. Explain the different approaches and methodologies that have been proposed for the discipline of Old Testament theology;
- C. Assess the basic nature, structure, and content of the Old Testament in order to appreciate the character and purposes of God;
- D. Discuss major issues and problems within the field of Old Testament theology, explaining and evaluating their significance within the discipline;
- E. Evaluate a major Old Testament theology with regard to approach, methodology, structure, and conclusions in order to assess its value in the field of Old Testament studies;
- F. Develop an outline of your own Old Testament theology based on the reading and discussion throughout the course, briefly validating your own methodology and structure; and
- G. Write a research paper on a specific topic in Old Testament theology, synthesizing your own studies and understanding of the field and explaining the relevance of your conclusions to the broader field of biblical and theological studies.

Required Textbooks

Hasel, Gerhard F. *Old Testament Theology: Basic Issues in the Current Debate*. Revised and expanded fourth edition. Grand Rapids: Eerdmans, 1991. (978-0802805379)

Mead, James K. *Biblical Theology: Issues, Methods, and Themes*. Louisville: Westminster John Knox, 2007. (ISBN: 978-0664229726)

Course Requirements and Assignments

1. Weekly Reading (20%): The textbooks, Hasel and Mead, are to be read according to the schedule provided in this syllabus. Supplemental materials (journal articles, excerpts from books, etc.) will be made available on Canvas at least one week prior to the due date. You are responsible to complete the readings according to the schedule *before* our meeting time. Late readings will be penalized by 50%. A report of your completed readings (including the late penalties if any) will be given at the end of the course. Please keep track of your own reading so that you can have an accurate report. It is best to calculate based on pages read rather than trying to estimate the number of words or paragraphs.
2. Class Discussion (20%): We will meet together for most of the semester before the major projects are due at the end. Our time will be spent discussing the readings due for that week which may include journal articles as well. There will also be a requirement for preparing and leading a presentation and discussion of journal articles that will be assigned along with the required textbooks. This grade will be based on your regular participation during discussions when we meet together. You are also responsible to know and to be able to summarize the reading material assigned for that week.
3. OT Theology Evaluation (20%): You will select *one* Old Testament theology to read and evaluate by the end of the semester. Approved theologies are indicated by an asterisk (*) in the bibliography at the end of this syllabus. If you would like to read and evaluate a theology that is not listed in the bibliography, it must be approved by the professor. For larger, multi-volume works (such as Goldingay), you only need to read one of the volumes although keep in mind that you might need at least part of a first volume to know the method that is being used for the theology. Some multi-volume theologies that are not as large (such as Eichrodt, von Rad, Preuss, etc.) should be read in their entirety. Please discuss these options with the professor before making your selection. This is *not* a book review in the strictest sense because it does not include a summary of the work. It is only an evaluation of the theology, paying particular attention to method, structure, thoroughness, and consistency. The evaluation is to be 5-7 double-spaced pages.
4. Old Testament Theology Research Paper (20%): You will research and write a paper about an Old Testament theological concept of your choice and deliver a presentation of it to the class. The paper may include (but is not limited to) issues on theological method, hermeneutics, the use of the OT in the NT, ancient Near Eastern thought in relation to OT concepts, or any specific OT concept (such as covenant, warfare, the afterlife, etc.). The paper should demonstrate your understanding of Old Testament theological issues related to your topic and should exhibit your ability to synthesize the message(s) of the Old Testament in order to formulate your thinking on that topic. This is *not* just a typical research paper, discussing everything you can discover about a specific concept; instead, it should integrate your theological understanding of the Old Testament into your discussion of that concept. The paper is to be 15-20 double-spaced pages. It needs to include footnotes and a bibliography of sources consulted, including journal articles and articles taken from *Festschriften* (books honoring respected scholars).

5. Old Testament Theology Outline (20%): You will write a theological outline of the Old Testament based on your own study and theological development over the course of the semester. The first part will be an introduction (not part of the outline) in paragraph form, single-spaced, and *no more than* one-half to three-quarters of a page. This will indicate your own method and structure, using proper biblical-theological terminology. If you are choosing a “center” (a cross-sectional method), please indicate what it is; if not, please indicate how you are structuring your theology. You do not need to validate your choice in this introduction since your outline will be sufficient enough to show how well it works in piecing together the message(s) of the Old Testament. The outline itself must be in proper format (e.g., no point A without a point B), full sentences, single-spaced within points but double-spaced between them, and *no more than* 10 pages. You will have the whole semester to develop your thinking on this project, so it is suggested that you focus your attention on it throughout the semester because it will require more thinking than writing.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of

these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	In-Class Topic and Assignment Due	Textbook Reading
1	August 16	Introduction to Course, Syllabus	
2	August 23	The Definition of OT Theology	Mead, Ch. 1
3	August 30	The History of OT Theology, Part 1	Hasel, Ch. 1
4	September 6	The History of OT Theology, Part 2	Mead, Ch. 2
5	September 13	Major Issues in Biblical Theology	Mead, Ch. 3
6	September 20	Methodology and OT Theology, Part 1	Hasel, Ch. 2 (pp. 28-71)
7	September 27	Methodology and OT Theology, Part 2	Hasel, Ch. 2 (pp. 71-114)
8	October 4	Methodology and OT Theology, Part 3	Mead, Ch. 4
9	October 10-14	Student Development Week – NO MEETING	
10	October 18	History and OT Theology Research Paper Topic Chosen	Hasel, Ch. 3
11	October 25	OT Theological Themes and Centers`	Hasel, Ch. 4; Mead, Ch. 5
12	November 1	OT Theology and the New Testament	Hasel, Ch. 5
13	November 8	Prospects for Doing OT Theology	Hasel, Ch. 6; Mead, Ch. 6
14	November 15	OT Theology Evaluation Due – NO MEETING	
	November 21-25	FALL BREAK – NO MEETING	
15	November 29	Research Paper Due	
	December 6-9	Final Exam Week – NO MEETING OT Theology Outline Due Friday, December 9	

Selected Bibliography

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