

**NORTH PARK THEOLOGICAL SEMINARY SEM-CONNECT  
OLD TESTAMENT II Prophets, Psalms, and Wisdom**

BIBL 6121 Three Semester Hours Fall 2009 Core Requirement  
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**Welcome to the Course**

*Welcome to Old Testament II!* I love to teach the OT Prophets and Wisdom and look forward to our interaction together with these texts. Old Testament II is a seminary graduate course on the prophets, psalms, and wisdom literature of the Hebrew Bible (we will use English translations).

This three hour graduate course requires a lot of reading and writing. Please see this syllabus for details. It is your roadmap. I encourage you to interact with each other through the discussion board and via e-mail.

You will need access to a good Old Testament library to do your research projects. If you do not have access, you will need at least two (2) Bible Dictionaries, two (2) Introductions to the Bible, and one (1) book for deeper historical background. (see recommended list) *in addition to your textbooks.*

The power and passion of the prophets and the reflective poetry and wisdom we will read are essential parts of the "Scripture" to which 2 Timothy 3:16 refers. You should begin by reading the primary biblical document from Job through Malachi.

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**Course Description**

This course surveys five wisdom and seventeen prophetic books of the Old Testament. It seeks to provide knowledge of the over-arching content (events, characters, themes) and original cultural and historical settings. Attention will be given to literary genres, critical issues, and inter-biblical interpretations as they aid interpretation of texts. The goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church.

**Required Textbooks**

*The Holy Bible.* Any modern translation. Good advanced student study editions are *The New Oxford Annotated Bible* and the *Harper Collins Study Bible*. (Read Job through Malachi.)

Coogan, N.D. editor. *The Oxford History of the Biblical World* (New York: Oxford University Press, 1998). paperback 0195139372

Limburg, James. *Psalms*. Westminster Bible Companion Series (Louisville: Westminster John Knox Press, 2000). 0664255574

Miller, Patrick. *The Religion of Ancient Israel* (Louisville: Westminster John Knox Press, 2000). 0664221459

Ballard, Jr., H.W. and Tucker, Jr., W.D. *An Introduction to Wisdom Literature and the Psalms* (Macon, GA: Mercer University Press, 2000). 0865546525

Peterson, David L. *The Prophetic Literature: an introduction* (Louisville: Westminster John Knox Press, 2002). 0664254535

### **Course Requirements *In Brief*.**

Successful completion of this course will include:

- 1) Reading the assigned weekly biblical texts and textbooks.
- 2) Reading Lectures and posting a Response to them weekly.
- 3) Weekly Writing assignments (500 words).
- 4) Writing One Report on an assigned topic (4-6 pages).
- 5) Read Student Reports.
- 6) Two objective Exams: a midterm and a final.

### **Course Requirements: *In Detail***

(See the class schedule for the sequence).

**Note:** All writing assignments are due before midnight on Sunday.

Since you can't do your work all in one day, please schedule your work week accordingly. The general guideline is nine (9) hours of work per week for a three (3) credit hour class.

#### **1) Reading the assigned weekly biblical texts and textbooks.**

Before you read the lectures for the week, you should read the Bible and the secondary literature assigned as background information. You may not always be able to discern a connection between them but as the course progresses the cumulative effect may become evident. Keep track (simple notes) of the main points of the secondary reading for future reference in exam preparation.

#### **2) Reading Lectures and posting a Response to them weekly.**

Due before midnight on Sundays. (10% of grade)

Read the weekly lectures (two or three, depending on the week). You must post a short (50-100 word) response each week to the lectures for the whole class to read in “**Discussion Board > Lecture Forum**” by the end of the week (Sunday at midnight). Simply state what you found most engaging, troubling, or enlightening. If you have questions, you can e-mail the instructor.

#### **3) Weekly Writing Assignment Instructions (20% of grade).**

Due before midnight on Sundays to jbruckner@northpark.edu. See the Class Schedule (below) for topics and due dates.

##### **Format**

500 words. Cite all sources.

##### **Content**

Your short essays should be informed reflections on the 1) reading, 2) biblical texts, and 3) questions assigned in the “Class Schedule.” For some assignments you will want to consult sources listed under “Recommended reading.” Cite all sources and texts.

##### **Grading**

- + Your essay integrated reading, questions, and reflection exceedingly well (wow).
- √+ It integrated reading, questions, and reflection on them (very good).
- √ It demonstrated understanding of reading and questions (O.K.).
- √- It lacked some basic understanding of the reading or the questions (oops).  
(2% per day reduction in grade for late papers)

Note: In the week that you do a Report for the class you are exempt from the ordinary weekly writing assignment.

**The Option: How To Write a *Précis*** (The optional writing assignment; see Schedule for topics.)

*Précis* means “a brief summary of essential points” or “a precise abstract”.

In 3/4ths of the page (3-4 paragraphs) answer these questions:

- a. What is the author's interest? What question or problem is she addressing?
- b. What is the main point of the author's “answer” to that question.
- c. How does the author build her argument? What warrants (proof or logic) does she offer?
- d. Briefly summarize the main argument, step by step.

In 1/4<sup>th</sup> of the page offer your “critique” of the arguments:

- a. What’s missing?
- b. What assumptions do you question?
- c. Is the author’s “interest” a helpful approach?
- d. What did you learn? What questions remain?

Note: Do not quote more than a phrase or two.

The précis should be on one page, single spaced, block-style paragraphs, about 500 words. Please include a header with the book title, author’s name, and page numbers reviewed.

#### **4) Write One Report on an assigned topic (4-6 pages).**

(Due before midnight on the Sunday before it is to be read by the class. See sign-up sheet in “Discussion Board” for your topic and date. Send your report to [jbruckner@northpark.edu](mailto:jbruckner@northpark.edu))

##### **Getting Started**

- A) During the first week each student will select a topic from the posted list/sign-up sheet. First come, first serve. The list will be posted on the Discussion Board at 8 am CST on Monday, August 24.
- B) You are exempt from the Writing Assignment for the week you prepare to present.
- C) Send your report to [jbruckner@northpark.edu](mailto:jbruckner@northpark.edu) before midnight on Sunday of the week it is to be presented to the class.
- D) I will post them on Blackboard “Discussion Board” on Monday morning for all to read.
- E) Detailed Student Report Guidelines for your report are next >>>

### **Student Report Guidelines**

This research based exercise requires that you condense much material into a brief presentation.

Allow plenty of time for your research and for preparing your report.

Each student will present a summary of research for the class on the cultural and historical life-setting (*sitz im leben*) of their appointed biblical book or theme. Some specific assignments may be limited to a. and b. or c. and d. below because of their scope (see “Class Schedule”).

#### **Content**

Describe the following in your presentation.

- a. Research the earliest **historical and political** setting of your assigned book or theme. Consider the international, regional, and local politics (as applicable). *Consider and describe* the politics that are relevant to your theme or the message of your biblical book.
- b. Research and briefly describe the relevant archeological evidence.
- c. Summarize the critical history (dates) of the **literary issues** of your biblical text including:
  - +the approximate dates proposed by scholars for the composition, the redaction (editing), and the final form of the text
  - +proposed authorship and editors
  - +other critical literary issues addressed by scholars
- d. State the main theological message(s) of the book received by the people in the original historical context.

#### **Sources**

A list of reliable recommended sources is included in this syllabus. *From the sources listed in this syllabus, you must consult* at least two Bible Dictionaries (Eerdmans, ed. Friedman + one other); two (Introductions to the Bible; and one book for deeper historical background. *These books are listed by category at the end of this syllabus.* Your textbooks may also be quite helpful! Cite all the books used for your report.

#### **Written Format**

Your report should be 1000-1500 words (4-6 pages). It must be accompanied by a one page, 12 point font, bullet style summary of your presentation. *Citations should include:* Author, Title (City: Publisher, date) page number.

## **Grading**

Grading will follow the same protocol as the weekly writing assignments (above). The report is 10% of your course grade. It will be based on the quality of your research, significance of content, and style of presentation.

### **5) Read student reports.**

Your fellow student reports will be valuable to each of you as a supplement to the lectures and a resource for your exam preparation.

### **6) Two objective Exams: a midterm and a final.**

I will post brief study-guides for you one week before the exams (see Schedule). The guides will give you an idea of what may be included, though it will not be comprehensive. It will also include the protocols for taking an on-line exam on Blackboard. You will be able to choose your exam time during the week.

## **Course Grading**

Writing assignments 20%; Student Report 10%; Class participation (lecture responses) 10%; Mid-Term Exam 30%; Final Exam 30%. Late writing assignments will be marked down by 2% per day. Exams will be objective questions concerning your knowledge of the basic facts from the lectures, biblical text, and reading assignments.

A	93-100
B	86-92
C	78-85
D	70-77

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## Class Schedule

### Week One: August 24 – 30

#### Tasks

+Read the Syllabus and mark your calendar to set aside at least nine (9) hours to work on this class weekly.

+Sign up for your student report (in “Assignments,” available for sign up on Aug. 24, 8 am).

**Two students** must sign up and post a report on *Psalms by the end of this week* (Sunday, Aug. 30<sup>th</sup>). If you are willing to do this first student report, you can e-mail me or sign up at 8 am on Monday. (**You will be exempt** from the regular writing assignment this week. Follow instead, the instructions above for “Student Reports.”)

+Reading Assignment: Ballard/Tucker 21-36, 55-66, 93-110.

+Writing Assignment Due by midnight, Aug. 30<sup>th</sup>. Send directly to [jbruckner@northpark.edu](mailto:jbruckner@northpark.edu).

After reading Ballard/Tucker (assigned pages) choose one of the five books of the Psalms. Then: 1. Write an introduction for a study on that book (250 words). 2. Read Limburg’s *Psalms* commentary on that book and identify *one* repeating theme, motif, or special collection among the psalms of that book. 3. Describe the theme, motif, or collection (250 words). See general description of “Weekly Writing Assignments” and posting instructions above.

OR Write a *précis* of Ballard/Tucker chapter 7 (Nancy L. deClaise-Walford article). See guide to *précis* writing above.

**Lectures : Read and Respond:** Read the following lectures posted under “Assignments.” Respond to each lecture on the “Discussion Board.”

1.1 Introduction to the Course

1.2 Introduction to Prophecy

1.3 Introduction to Wisdom and Poetry

### Week Two: August 31 – September 6

+Reading Assignment: Bible texts (for this week’s lecture=all the Psalms); Miller xv-22 (Israel’s God); Ballard/Tucker 129-154, 155-166, 195-214.

+Writing Assignment Due 9/6: After reading the assigned Ballard/Tucker chapters, **choose one** theme or issue of biblical wisdom literature. Describe the theme (500 words) *using biblical wisdom texts* to illustrate it (biblical verses not included in the count.)

**Possible themes:** **Cosmic Order** (purposeful activity of humanity, compared to natural world): Prov 6:6-11; Job 38:2; Prov 5:15, 11:28-29, 26:21, 27:17, 21); **Creation:** “Cosmogonies”: Prov 3:19-20, 8:22-31, Job 38-41; Eccl 1:3-1 [also in Pss 33, 77, 89, 93, 96-99, 104; Sirach 16:24-18:14; 39:12-35; 42:15-43:38]; **(Woman) Wisdom as a subject:** Prov 8-9; Prov 1; Job 28 [also in Sirach 1:1-18; 4:11-19; 15:1-3; 24; 51]; **Consequences of human choice:** Prov 1:18-19; 26:27; 10:3; 15:29; 16:4; 17:15; **Doctrine of Two Ways:** Prov 1:8-19; 4:10-19 [also Wisdom of Solomon 2:1-24; 4:20-5:23]; **Wisdom as Torah** in the Psalms 1, 19, 119 [also considered Torah Psalms, 18, 25, 33, 78, 89, 93, 99, 103, 105, 111, 112, 147, 148]; **Other possible themes:** Death, Fear of God, the foolish man, the scoffer, the simple man, laziness, riddles, numerical sayings, sexuality, silence, suffering; Carol Grizzard also suggests four issues.

OR Write a *précis* on Ballard/Tucker chapter 9 (M. Pierce Matheny, Jr.). See guide to *précis* writing.

+Read the Student Reports by 9/6: A) Psalms, Book I and II (Pss 1-41 and 42-72) and B) Psalms, Book III, IV, and V (Pss 73-89, 90-106, 107-150).

#### Lectures : Read and Respond

2.1 Psalms: part one

2.2 Psalms: part two

### **Week Three: September 7– September 13**

+Reading Assignments: Bible texts (for this week’s lecture: see 3.1 and 3.2 below); Miller 23-45 (Divine World).

+Writing Assignment Due 9/13: 1. Summarize three various interpretations of the Song of Solomon (from recommended general reference works, introductions, or dictionaries). 2. What difference does the historical context of Solomon’s sexuality and apostasy play in these interpretations (Read 1 Kgs 11:1-43; 1 Kgs 2:13-24; Neh 13:26; Sirach 47:13-21)? 3. What difference might it play in your interpreting the Song? *OR* Write a *précis* on Miller, chapter 2. See guide to *précis* writing.

+Read Student Reports by 9/13: A) 922 B.C. historical-political setting and B) 90 A.D. Council of Jamnia (Jabneh).

#### **Lectures : Read and Respond**

3.1 Job

3.2 Proverbs

### **Week Four: September 14– September 20**

+Reading Assignments: Bible texts (for this week’s lecture); Miller 46-61 (Yahwehism); *Oxford History* 165-205 (early monarchy).

+Writing Assignment Due 9/20: Servant of Yahweh Songs (Is 42:1-4, 49:1-6; 50:4-9, 52:13-53:12) 1. The Jewish community has long understood “servant of Yahweh” (the so-called suffering servant) to be the people of Judah in the Babylonian exile. Their faithful suffering before the Lord was a witness to their children who returned to the land from exile in 538 B.C. In this interpretation, how might the healing of the Lord come to the world through *their* wounds (Is 53:5)? 2. What New Testament texts quote or echo this earlier interpretation with Jesus as a representative of all Israel? 3. What are the common theological themes in these OT/NT texts?

*OR* Translate Isaiah 53:1-6 from Hebrew. (Show all your work on the Hebrew text, parse all verbs. Mail this to me @ Box #14, 3225 W. Foster Ave, Chicago, IL 60625.)

+Read Student Reports by 9/20: A) 722-21, 701 B.C. historical-political setting of Fall of Israel and B) 597-582 B.C. historical-political setting of Fall of Jerusalem.

#### **Lectures : Read and Respond**

4.1 Ecclesiastes (Qoheleth)

4.2 Song of Solomon

### **Week Five: September 21– September 27**

+Reading Assignments: Bible texts (for this week’s lecture); *Oxford History* 206-241 (922-722 B.C.); Miller 62-86 (cultus); Peterson 47-96.

+Writing Assignment Due 9/27: Amos uses rich images and metaphors from the natural world. From the biblical text create a chart with two lists: 1. Describe the metaphors/similies Amos used in his preaching (include text chapter and verses). 2. What sins of God’s chosen people (Judah, Israel-Samaria) does Amos name (List texts and descriptions as briefly as possible; no long quotations).

*OR* Translate Amos 8:1-6 from Hebrew (show all your work on the Hebrew text, parse all verbs).

+Read Student Reports by 9/27: A) Isaiah (a. and b. historical-political setting only) and B) Isaiah (c. literary/authorship issues only).

#### **Lectures : Read and Respond**

5.1 Isaiah: part one

5.2 Isaiah: part two

## **Week Six: September 27– October 4**

+Prepare for midterm exam (includes Introductory lectures, Job, Psalms, Proverbs, Ecclesiastes, Songs, and Isaiah). Outline the content of the biblical books, review lectures and reading.

**6.1 Midterm Exam** (Available at 8 am Sept. 27 until Sunday, Oct. 4 at midnight. You will have two hours to work. No books or other resources are permitted during the two hour exam.)

## **Week Seven: October 5 – 11**

+Reading Assignments: Bible texts (for this week’s lecture); Miller 87-105 (State Religion); Peterson 1-18, 169-90.

+Writing Assignment Due 10/11: 1. What is the message of Jonah chapter four? 2. The Ninevites were proud of their reputation as the most tortuously violent terror of the ancient world (according to their own boastful records). If Jonah (as a true prophet) has a good argument against God’s intention to forgive Nineveh, what is it? 3. In what way is Jonah right historically? theologically? 4. What is the basis (warrant) of God’s counter-argument in chapter four?

+Read Student Reports by 10/11: A) Hosea and B) Joel.

### **Lectures : Read and Respond**

7.1 Hosea

7.2 Joel

7.3 Amos

### **[FALL BREAK: October 12-18]**

## **Week Eight: October 19 – 25**

+Reading Assignments: Bible texts (for this week’s lecture); Miller 106-130 (Sacrifice); Peterson 18-36, 191-95.

+Writing Assignment Due 10/25: 1. Outline the main questions and answers in Habakkuk’s dialogue with the Lord. The whole book is a dialogue between them. Cite chapter and verse. 2. Scholars have sometimes thought that the Song (chapter three) doesn’t belong to the book. How might the song be a necessary part of the dialogue between them?

*OR* Write a *précis* on “holiness” in Israel (Peterson 131-161).

+Read Student Reports by 10/25: A) Amos and B) Micah.

### **Lectures : Read and Respond**

8.1 Jonah

8.2 Micah

## **Week Nine: October 26 – November 1**

+Reading Assignments: Bible texts (for this week’s lecture); *Oxford History* 242-275 (722-539 B.C.); Miller 131-161 (Holiness); Peterson 196-202.

+Writing Assignment Due 11/1: In the midst of Jeremiah’s prophecies of doom and his suffering as such, is the so-called “Little book of comfort” (chapters 30-33). 1. Outline this “little book” with special attention to the signs of hope and comfort. 2. Within it, Jeremiah 31:31-34 is often interpreted as the new covenant in Christ Jesus (Hebrews 8). In what part are the details of the “new covenant” fulfilled among Christians today and in what part do they still await fulfillment?

*OR* Translate Jeremiah 1:4-12 from Hebrew (show all your work on the Hebrew text, parse all verbs).

+Read Student Reports by 11/1: A) Jeremiah (a. and b. historical-political setting only) and B) Jeremiah (c. literary/authorship issues only).

### **Lectures : Read and Respond**

9.1 Nahum and Obadiah

9.2 Habakkuk

### **Week Ten: November 2 – 8**

+Reading Assignments: Bible texts (for this week's lecture); Miller 162-188 (Priests/Prophets); Peterson 97-136, 203-04.

+Writing Assignment Due 11/8: Write an essay that incorporates answers to the following questions. 1. What is apocalyptic literature? (What are its rhetorical qualities?) 2. What are the characteristics of its original social-political setting? 3. What OT and NT texts are considered "apocalyptic"?

OR 1. Discuss the violent imagery of Ezekiel. What texts are most relevant? How does this violence function in the original literary context? (i.e., Why is it there? What purpose did it serve?) 2. How should Christians deal with the violence (and even misogynous character) of the OT in our time? 3. Can these violent texts be used in the church today? How?

+Read Student Reports by 11/8: A) Ezekiel and B) Daniel.

### **Lectures : Read and Respond**

10.1 Jeremiah, Lamentations

10.2 Zephaniah

### **Week Eleven: November 9 – 15**

+Reading Assignments: Bible texts (for this week's lecture); Miller 189-207 (King, People and Religion); Peterson 137-168.

+Read Student Reports by 11/15: A) Cyrus' the Persian rise and edict (539-38 B.C.) and B) Missions of Ezra and Nehemiah (a. and b. historical-political setting only).

+Study Guide for the final exam provided this week. Review content.

### **Lectures : Read and Respond**

11.1 Ezekiel

11.2 Daniel

### **Week Twelve: November 16 – 22**

+Reading Assignment: Bible texts (for this week's lecture); *Oxford History* 276-316 (538-333 B.C.); Peterson 205-212.

+Read Student Reports by 11/22: A) Zechariah and B) Haggai.

+Prepare for final exam.

### **Lectures : Read and Respond**

12.1 Zechariah

12.2 Haggai

### **Week Thirteen: November 23 – November 29**

+Review and prepare for the final exam. Outline the content of the biblical books (Jeremiah-Malachi); review assigned readings, student reports, and lecture notes. Use the Study Guide provided last week.

### **Lecture : Read and Respond**

13.1 Malachi

### **Week Fourteen: November 30- December 9**

**Final Exam.** You will have three hours to work. No books or other resources are permitted during the three hour exam. You may take it at any time during this longer "week".

## Recommended Books

### General Reference

- LaSor, Hubbard, D. and Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament* (Grand Rapids: William B. Eerdmans Publishing Company, 1982). (This text is required for OT I.)
- Klein, Blomberg, and Hubbard, R. *Introduction to Biblical Interpretation* (Dallas: Word Publishing, 1993).
- Nyquist, J.F. And Kuhatschek, J. *Leading Bible Discussions*, 2<sup>nd</sup> edition, Life Guide Bible Studies (Downers Grove, IL: InterVarsity Press, 1985).
- Rasmussen, C.G. *Zondervan NIV Atlas of the Bible* (Grand Rapids: Zondervan, 1989).\*\*
- Walton, J.H. *Chronological and Background Charts of the Old Testament* (Grand Rapids: Zondervan, 1994). 0310481619

### Historical Background

- Bright, John. *A History of Israel*, 4<sup>th</sup> edition, 2000.
- Gottwald, N.K. *The Hebrew Bible: A Socio-Literary Introduction*, 1985.
- Kee, H.C., et al. *The Cambridge Companion to the Bible*, 1997.
- Kuntz, J.K. *The People of Ancient Israel*, 1974.
- Miller, J.M. and Hayes, J.H. *A History of Ancient Israel and Judah*, 1986.
- Schultz, S. *The Old Testament Speaks*, 4<sup>th</sup> edition, 1990.

### Dictionary Introductions to Individual Biblical Books\*\*

- Eerdmans Dictionary of the Bible*
- HarperCollins' Bible Dictionary*
- HarperCollins Bible Commentary (one volume)*
- Interpreters*
- The IVP Bible Background Commentary: Old Testament*
- Interpreter's Dictionary of the Bible (IDB) and its Supplement (IDBS)*
- Anchor Bible Dictionary (ABD, six volumes)*
- Other one volume commentaries: *Interpreters, Peakes, Jeromes*

### Introductions to the Old Testament (Especially useful for students who have not studied the Bible at a college level.)

- Alexander, David and Pat. *Zondervan Handbook to the Bible*, 1999.\*\*
- Anderson, B. *Understanding the Old Testament*, 1957.
- Arnold, B.T., and Beyer, B.E. *Encountering the Old Testament*, 1999 (with CD).
- Bandstra, B.L. *Reading the Old Testament: An Introduction to the Hebrew Bible*, 1995.\*\*
- Boadt, L. *Reading the Old Testament: an Introduction*, 1984.
- Childs, B. *Introduction to the Old Testament as Scripture*, 1979.
- Harrison, R.K. *Introduction to the Old Testament*, 1969.
- Matthews, V.H., and Moyer, J.C. *The Old Testament: Text and Context*, 1997.

### Poetry and Wisdom Literature

- Berlin, A. *The Dynamics of Biblical Parallelism*.
- Crenshaw, J.L. *Old Testament Wisdom: an Introduction*.
- Collins, J.J. *Jewish Wisdom in the Hellenistic Age*.
- Fokkelman, J.P. *Reading Biblical Poetry: an introductory guide*.
- Murphy, R. *The Tree of Life: Introduction to Old Testament Wisdom Literature*.
- Peterson, D. and Richards, K. *Interpreting Hebrew Poetry*.
- Purdue, L.G. et al. editors, *In Search of Wisdom: Essays in Memory of John G. Gammie*. [anthology of the best wisdom literature authors]
- G. von Rad. *Wisdom in Israel*. [a classic; especially see chapter 12, "Trust and Attack"]

### Prophets and Prophecy

- Blenkinsopp, J. *A History of Prophecy in Israel*.  
Chisholm, R. *Handbook on the Prophets*. [a one volume conservative commentary of prophetic books]  
Clements, R.E. *Old Testament Prophecy: From Oracles to Canon*. [introduction to major prophets]  
Heschel, A.J. *The Prophets*, (New York: HarperCollins, 2001). [a classic interpretation]  
Limburg, J. *The Prophets and the Powerless* (out of print).  
Peterson, D. editor. *Prophecy in Israel*. [a collection of seminal articles]  
Smith, G.V. *The Prophets as Preachers*. [a one-volume preaching commentary]\*\*  
Ward, J.M. *Thus Says the Lord: the message of the prophets*. [a one-volume conservative critical commentary]  
Westermann, Claus. *Basic Forms of Prophetic Speech*. [a collection of seminal articles + form critical commentary]

### Apocalyptic

- Collins, J.J. *The Apocalyptic Imagination*.  
Grenz, S. *The Millennium Maze*.  
Hanson, P.D. *The Dawn of Apocalyptic: the historical and sociological roots of Jewish apocalyptic eschatology*.  
Russell, D.S. *The Method and Message of Jewish Apocalyptic*.  
Wright, N.T. *Jesus and the Victory of God*.

### Contemporary Perspectives on the Old Testament

- Baker, D.W. and Arnold, B.R. *The Face of Old Testament Studies*.  
Bach, A. editor. *Women in the Hebrew Bible*.  
Brenner, A. *A Feminist Companion to the Latter Prophets*.  
Croatto, J.S. *Biblical Hermeneutics: Toward a Theory of Reading as the Production of Meaning*.  
Felder, C.H. *Stony the Road We Trod*.\*\*  
Goldingay, J. *Models for the Interpretation of Scripture*.  
Holmgren, F. *The God Who Cares: A Christian Looks at Judaism*.  
Newsom, C.A. & Ringe, S. *The Women's Bible Commentary*.\*\*  
Russell, L. ed. *Feminist Interpretation of the Bible*.  
Sugirtharajah, R.S. ed. *Voices from the Margin*.

### Literary and Theological Resources

- Alter, R. *The Art of Biblical Narrative*.  
Berlin, A. *Poetics and Interpretation of Biblical Narrative*.  
Birch, et al. *Theological Introduction to the Old Testament*.  
Brueggemann, W. *Theology of the Old Testament: testimony, dispute, advocacy*.  
Childs, B. *Biblical Theology of the Old and New Testaments*.  
Dorsey, D.A. *The Literary Structure of the Old Testament: a commentary on Genesis-Malachi*.\*\*  
Eissfeldt, Otto *The Old Testament: an Introduction*.  
Gerstenberger, E. *Theologies in the Old Testament*.  
Knierim, R. *The Task of Old Testament Theology: Method and Cases*.  
Peterson, E.H. *Five Smooth Stones for Pastoral Work* [Ruth, Songs, Esther, Ecclesiastes, Lamentations]  
Tate, W. Randolph, *Biblical Interpretation*.  
G. von Rad, *Old Testament Theology*, 2 vols.

### Commentaries\*\*

Multi-volume commentary series best suited for teaching and preaching in the Church are *The New International Version Application Commentary* (NIVAC) by Zondervan, *Interpretation: A Bible Commentary for Preaching and Teaching* (Int.) by John Knox Press, and *The New Interpreter's Bible* (NIB) by Abingdon Press.

A valuable resource for all seminary students during seminary years and beyond is the following:  
Glynn, John. *Commentary and Reference Survey: a Comprehensive Guide to Biblical the Theological Resources*. 10<sup>th</sup> edition. Grand Rapids: Kregel, 2007.

One Volume Commentaries

Adeyemo, Tokunboh, Editor. *Africa Bible Commentary: a One-Volume Commentary Written by 70 African Scholars*. Grand Rapids: Zondervan, 2006.

Other one-volume commentaries include: *HarperCollins Bible Commentary*; *Jerome's*; and *Interpreter's*

Website: [www.biblemap.org](http://www.biblemap.org)

\*\*Means that these books are recommended for a pastor's and teacher's library.

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