



**NORTHLAND**  
GRADUATE SCHOOL

## Deuteronomy

Northland Graduate School

October 24<sup>th</sup> – December 16<sup>th</sup> | Online B

BIB 553A – 3 Credits

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### Course Description

A concentrated study of the book of Deuteronomy, with special attention placed on the literary form and theology of the book. This study of the Book of Deuteronomy provides a view to the understanding of its historical context, theology and application for today. Particular emphasis is placed on the significance of Deuteronomy as a covenant document between Yahweh and Israel and its impact on the rest of the Hebrew canon.

### Course Presupposition

Nobody can learn for you! This class is designed so that you as a diligent student can learn what you need to know about the book of Deuteronomy. The different scholarly reading assignments, writing projects, and particularly the inductive and careful reading of Deuteronomy are designed to enable you to go deep and be thorough in your analysis, consideration, and understanding of the book of Deuteronomy. So let me encourage you to use these assignments as a means to discover all the riches that God has communicated in this *most important and foundational book* of the Old Testament! Make the most of your assignments by seeing them as a means to learn rather than a chore to complete. Consider it a privilege and opportunity to study this essential book of the Old Testament to the depth that this course permits.

### Course Rationale

The learning outcomes and related assignments for this course are based upon the formula of two hours out of class for every hour invested in class. In a normal Northland semester a three-credit course meets 42 hours over a 14-week period and requires 84 additional hours of study for a total of 126 hours.

This online course is designed for completion within the scheduled 8-week period. Each week lecture goals, learning outcomes and assignments will be detailed. The course is structured around reading assignments, an inductive reading of Deuteronomy (in various steps), the writing of reflective and affective essays, and the interaction with class peers.

At the core of this class will be a thesis that I propose in a (so far) unpublished paper: “Deuteronomy: The Foundation and *Mitte* of the Theology of the Old Testament” (you are assigned to read it in *Week # 3*). The different assignments in this class are designed to enable you to evaluate and weigh the conclusions presented in this paper. You actually will finish up this course by writing a short critique of my proposed thesis. In addition, the weekly online discussions will allow you to express and discuss the riches of God’s grace that were promised in Deuteronomy and developed throughout the Old Testament to you as a believer in Jesus Christ.

I am more than willing to be available to you during the offering of this Deuteronomy course. Due to the time-difference (I live in Vienna, Austria), the best way to interact with me will be through email, IM (Skype and Google-talk), or calling on Skype [whenever you notice that I am available] (Further info is at the top of the syllabus and the course home- page in the LMS)

## Course Learning Outcomes

As a result of taking this course you (the learner) will be able to

1. State and explain key issues in the scholarly debate and various theories on the book of Deuteronomy, including its authorship and the role it plays in the Old Testament canon.
2. Explain and discuss the covenantal nature of the book of Deuteronomy.
3. Summarize and evaluate the theological message as well as the different theological themes and emphases of the book of Deuteronomy.
4. Analyze the connection of Deuteronomy to the *predictions* of the New Covenant in the Old Testament as well as to the *fulfilment* of the New Covenant in the New Testament.
5. Assess my proposed thesis presented in my paper, “Deuteronomy: The Foundation and *Mitte* of the Theology of the Old Testament”
6. Rejoice more fully in the grace that God has promised based on Deuteronomy throughout the Old Testament and you have personally experienced in Jesus Christ.

The accomplishment of these learning outcomes will be assessed in a final paper and on an examination during the final week of this course.

## Course Grading and Values:

Reading	15 % (28 hours = 20 % of entire course time)
Deuteronomy Reading Project	20 % (27 hours = 20 % of entire course time)
Writing & Textual Work	40 % (54 hours = 40 % of entire course time)
Forums & Peer Interaction	10 % (12 hours = 10 % of entire course time)
Examination	15 % (14 hours = 10 % of entire course time)
	= 135 – 140 hours

A = 94-100

B = 86-93

C = 77-85

D = 70-76

F = 69 or below

## Course Assignments

Reading: There are a variety of assigned readings for this course. You will find a detailed list of the assigned texts in the *Course Bibliography*. Furthermore, the *Course Outline* will clarify which readings are due each week. The assigned reading for this course will add up to 535 pages.

In addition to the required course reading, the student will be expected to research other relevant articles and resources available to the student in the library and library databases (See *Weeks # 2, 4, 7* in *Course Outline*). Helpful suggestions where to start some of this research, can also be found in the *Course Bibliography*. The additional reading for this course will add up to approximately 160 pages.

In order to achieve a successful reading grade, the student must complete all the required reading and demonstrate initiative in researching and reading other relevant material associated with the written assignments. At the end of the semester, the student will be asked a *yes* or *no* question about completing the assigned reading.

Writing: Instead of one major project, the student will be required to compose various papers and essays ranging between 1 and 3 pages (single-spaced) in most of the weeks of this course. The requirement for each writing assignment will be detailed in the *Course Outline*. The total amount of pages written during this course will add up to approximately 18 pages.

In order to achieve a successful writing grade, the student must complete assignments on a weekly basis as directed with accuracy, clarity, and creativity.

*Format:* The papers should be well-organized, logically developed, and properly documented. In addition to the one to three single-spaced written pages, there should be a title page, a table of contents, and a bibliography page of all consulted works.

Lectures: There are various lectures that each student will listen to and watch according to the *Course Outline* below. These lectures introduce and explain some of the main aspects of this class.

Deuteronomy Reading Project: Over the course of the semester each student will read, analyze, and mark up the text of Deuteronomy in various ways (in most weeks, but not all). Except for the first assigned reading of Deuteronomy (*Week # 1: Browsing of the text*), you will use the ESV text supplied on the LMS to do your marking and analysis. There will be a short video that will explain how to best mark the text electronically. There also will be a sample of how the markings should / could look.

The inductive and analytical reading of Deuteronomy will be done in the following steps (within approximately 27 hours). I would encourage you to try to do the different steps of this project in as large sessions as possible (i.e., if possible one whole step per sitting):

- a. In *Week # 1*, you will browse through the text of Deuteronomy in a Bible translation and edition (i.e., ESV Study Bible, etc.) of your choice, with particular emphasis on getting a general overview of the flow, content, and make-up of the book (ca. 1 hour). You will be asked on the LMS, whether you have completed this assignment.

- b. In *Week # 2*, you will mark the narrative and literary framework of Deuteronomy in the electronic text supplied on the LMS. At the end of that week, you will be asked on the LMS, whether you have completed this assignment.
- c. In *Week # 4* (no assignment for the Deuteronomy Reading project in *Week # 3*), you will prepare a legend of theological themes (based on your reading up to this point) that you plan to trace through Deuteronomy in your inductive and analytical reading in that following week. I will correct this legend at the end of the week and return it to you with further suggestions.
- d. In *Week # 5*, you will mark your electronic text of Deuteronomy according to the revised legend from the previous week.
- e. In *Week # 7*, you will add some more markings and observations to your text of Deuteronomy based on that week's reading. By the end of that week, I will then collect your electronic text of Deuteronomy for review. A preliminary grade will be assigned to your work with the possibility for you to improve on your work/grade.
- f. At times it may be helpful to use concordances or computer software like *Bibleworks*, *Logos*, or *Accordance* to find some additional key themes and terms in Deuteronomy.

*Grading Criteria:* The criteria by which this assignment will be graded are as follows:

- a. Has the student *found a method of beneficially marking* the text in a way that supplements his/her understanding of the book (i.e., found his/her own inductive method of opening up the book)?
- b. Has the student consistently marked the themes, key words, and structure as indicated on his/her legend?
- c. Has the student marked the text in such a way that both the narrative framework and the theological unfolding of the book become "visible?"

For any further instructions on the different Deuteronomy Reading assignments, see the *Course Outline*.

*Forum and Interaction with Class Peers:* Each week you will have the opportunity to share with your peers and with me how the material you have read that week applies to your Christian life and your place in the history of salvation. In addition, each week your peers will be asked to interact with you on your thoughts and insights. For further details on each week's question for the interaction, see the *Course Outline*.

In order to achieve a successful forum-grade, the student must read student posts, graciously respond to student posts, and participate each week. The student is expected to spend approximately 1 ½ hours per week on this Online Interaction.

*Examination:* An Examination at the end of the course will assess, whether you have achieved the desired course outcomes outlined above or not.

As you work your way through the individual learning-units of this class, be sure to keep the questions on the examination in mind. The answers will be short-answer or listing. You will find the questions outlined in *Week # 8* of your *Course Outline*.

## Course Support

Course materials can be accessed at <https://online.ni.edu>.

If you have questions about this course, either general or specific, please contact the professor by e-mail: [Kai.Soltau@gmail.com](mailto:Kai.Soltau@gmail.com).

If you need support for anything related to the use of the LMS, you should send a ticket into <http://onlinesupport.ni.edu>.

## Course Outline and Weekly Assignments

### *WEEK 1 – Deuteronomy in Light of Current [Critical] Scholarship (Oct. 24-29)*

#### *Teaching Goals for the Week*

1. Introduction to the *Deuteronomy* course: Review Syllabus and Course Assignments.
2. Introduction to some of the introductory issues connected to the book of Deuteronomy.
3. Introduction to the theory of Deuteronomistic History and to a conservative assessment of it.
4. Introduction to the book of Deuteronomy in general.

#### *As a result of this week's study, the student will ...*

1. Be able to state and explain key issues in the theory of Deuteronomic Theology and Deuteronomistic History.
2. Be able to compare this class' conservative approach to the dating and unity of Deuteronomy and the literature that flows out of it with the standard critical approaches (i.e., N. Noth's hypothesis; etc.).
3. Be able to state and point out some of the key theological strands of Deuteronomy.

#### *Listen*

1. Opening Lecture (Personal introduction and introduction to the topic and method of this class)

#### *Reading*

1. Course Syllabus
2. McConville, *Grace in the End*, 9-162 (154 pages = ca. 6 hours)

#### *Writing*

1. Answer questions # 1-54 from the questionnaire on *Grace in the End* in short-sentence / short-list format. (54 questions = ca. 5 hours)
2. Answer the following question [#55 of the questionnaire] writing about 600 words (or one page single-spaced): *In light of your entire reading of Grace in the End, compare McConville's understanding of Deuteronomic theology with that espoused in critical circles. (e.g. by Noth and those that follow him)?* (1 page = ca. 3 hours)

#### *Deuteronomy Reading / Projects*

In less than an hour browse through the text of Deuteronomy in a Bible translation and edition (i.e., ESV Study Bible, etc.) of your choice, with the goal of acquiring a general overview of the flow, content, and make-up of the book. (ca. 1 hour)

#### *Online-Interaction*

1. Introduce yourself to the class and tell us why you are taking this class.
2. Based on this week's reading (McConville & Deuteronomy), list the key theological themes and emphases of Deuteronomy that speak to you as a Christian who has experienced the grace of Jesus Christ. (= 1.5 hours)
  - a. Later read / overview each post by fellow students.
  - b. Select a post of one of your fellow students and interact with it, probing and sharing further discoveries and insights.

## WEEK 2 – Narrative Framework and Mosaic Authorship of Deuteronomy

### Teaching Goals for the Week

1. Introduction to the literary and narrative framework of Deuteronomy
2. Introduction to the critical issues on the authorship of Deuteronomy
3. Assessment of the Mosaic authorship of Deuteronomy

### As a result of this week's study, the student will ...

1. Be able to show the literary and narrative framework of Deuteronomy.
2. Be able to defend the Mosaic authorship from the standpoint of the narrative framework and content of Deuteronomy, as well as the literature that flows out of it.

### Listen

1. Lecture (Introduction to the *Deuteronomy Reading Project*)

### Reading

1. Block, "Recovering the Voice of Moses: The Genesis of Deuteronomy" (p. 385-407) (1 hour)
2. Merrill, "Deuteronomy and History: Anticipation or Reflection?" (p. 57-73) (0.5 hours)
3. Search for 1-3 further articles or book entries (around 60 pages) on the authorship of Deuteronomy and then record which sources you read on the *Reading Report* [the *Reading Report* will be turned in at the end of *Week # 4*] (ca. 60 pages – ca. 2.5 hours)

### Writing - 1200 words or 2 pages single-spaced

After completing your reading, present your view on the authorship of Deuteronomy drawing in arguments from the literary makeup as well as the content of the book. (6 hours)

### Deuteronomy Reading / Projects

After completing your reading, work through Deuteronomy and mark the narrative framework of the book. (6 hours)

### Online-Interaction

After completing your *Deuteronomy Project*, explain how this week's introduction to and survey of the literary framework of Deuteronomy changes the way you approach other books of the Old Testament. (= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it, probing and sharing further insights about the application of this week's discoveries to other books of the Old Testament.

## WEEK 3 – Deuteronomy and Canon

### Teaching Goals for the Week

1. Introduction to Deuteronomy as a covenant document
2. Introduction to the paper, "Deuteronomy: Foundation and *Mitte* of the Old Testament," which will be evaluated by each one of you throughout the remainder of the semester

### As a result of this week's study, the student will ...

1. Be able to describe the covenantal nature of Deuteronomy.
2. Be able to explain the significance of the covenantal nature of Deuteronomy (i.e., be able to distinguish between Kline and my understanding of the covenantal nature of Deuteronomy).

#### *Reading*

1. Kline, “Canon and Covenant I”, “Canon and Covenant II”, “Canon and Covenant III” (110 pages = ca. 5 hours)
2. Soltau, “Deuteronomy: Foundation and *Mitte* of the Old Testament” (30 pages = ca. 1 hour)

#### *Writing – 1800 words or three pages single-spaced*

Compare Kline’s discussion of the significance of the covenantal nature of Deuteronomy with the significance I propose in the paper “Deuteronomy: Foundation and *Mitte* of the Old Testament”. (9 hours)

#### *Deuteronomy Reading / Projects*

*No assignments*

#### *Online-Interaction*

After writing your paper on the covenantal nature of Deuteronomy, appraise any possible connection between the need that Deuteronomy presents (and the OT further develops) and Christ’s fulfilling this need as described in passages like Lk 24: 26-27. 44; Acts. 3:18-26; 2. Pet. 3, 1-2. (= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it, probing and suggesting further insights about possible connections.

### *WEEK 4 – Theology of Deuteronomy I*

#### *Teaching Goals for the Week*

1. Introduction to the theology of Deuteronomy
2. Introduction to key theological themes and emphases in Deuteronomy

#### *As a result of this week’s study, the student will ...*

1. Be able to survey, summarize, and evaluate some of the different suggestions for the theology and message of Deuteronomy.
2. Be able to identify some of the key theological themes and emphases in Deuteronomy.

#### *Reading*

Read 80 to 120 pages on the theology and message of Deuteronomy in different journal articles, dictionary entries, chapter readings, or commentaries on Deuteronomy (for a list of recommended readings, see the *Course Bibliography*). Record which entries you read on the *Reading Report* you started in *Week # 2* and then turn it in at the end of the week. (80-120 pages = 4 hours)

#### *Writing – 1800 to 2400 words or three to four pages single-spaced*

After doing this week’s reading, summarize and evaluate different suggestions for the theology and message of Deuteronomy and then present your own conclusion on what you believe to be the message and theology of Deuteronomy. (3 pages = 9 hours)

### *Deuteronomy Reading / Projects -*

Prepare a legend of different theological themes that appear in Deuteronomy in preparation for your inductive reading of Deuteronomy next week. Decide what symbols and colour codings you will use to mark the different themes. (2 hour)

### *Online-Interaction*

After doing this week's reading, evaluate the ramifications of Deuteronomy's description of God's relationship with his people for your own life as a Christian. (= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it, probing and suggesting further insights about possible ramifications.

## *WEEK 5 - Theology of Deuteronomy II*

### *Teaching Goals for the Week*

1. Insight into the theological composition of Deuteronomy
2. Analysis of the unfolding of different theological themes in Deuteronomy
3. Introduction to an inductive reading of a biblical book

### *As a result of this week's study, the student will ...*

1. Be able to distinguish different key-theological themes and emphases in Deuteronomy.
2. Be able to analyse the unfolding of different theological themes throughout Deuteronomy.
3. Be able to assess the ultimate fulfilment of the promises of Deuteronomy.

### *Deuteronomy Reading / Projects*

Using the electronic text, in which you marked the narrative framework of Deuteronomy, mark the different theological themes and emphases according to the legend that you developed last week. (= 15 hours)

### *Online-Interaction*

1. After marking your text of Deuteronomy, consider the following reasoning: (= 1.5 hours)
  - a. Deuteronomy puts before the people of God the choice between blessing (i.e., "life") and curse (i.e., "death") [see 30:11-20].
  - b. "Life" refers to the full blessing of God in the promised land, where He chooses to dwell among His people and put His name [see 12:5].
  - c. This blessing is promised to the people in accordance to their faithfulness to the covenant [see 4:1].
  - d. As we have seen up to this point and will discuss even more thoroughly next week, left to themselves the people of God will not be able to experience the blessing, since they do not have an understanding heart to be faithful to the covenant [see 29:4].
  - e. But the LORD promises the day, in which He will renew their hearts and will thus enable them to be faithful to the covenant [see 30:1-10].
2. Now answer and discuss the following question in light of the additional considerations: When was or will this prediction of renewal be fulfilled (completely)?
  - a. In next week's reading Paul Barker will comment on the fulfilment of this prediction as follows:

“The New Testament makes it clear that the circumcision of the heart is associated with identification in Christ’s death and the giving of the Spirit. Yet it is also clear that Christians do not yet perfectly love and obey. *Perfection belongs to the eschaton*. However with the giving of the Holy Spirit after Pentecost, the eschaton has broken into the current age. The changing of the heart by Jesus’ death and the giving of the Spirit is a guarantee of perfect obedience in the end” (*The Triumph of Grace in Deuteronomy*, 178; italics added by me).

- b. In further developing the Deuteronomic hope and promise, Isaiah predicts that God will not only give a “renewed” heart to His people, but will also create “new heavens and a new earth” [Is. 65:17-25].
  - c. Is it possible that the ultimate realization of “life,” “blessing,” God’s people truly loving the LORD, and the presence of God among His people at the place of His choice will be on that “new earth” (which we conventionally call “heaven”), when God will have created a “renewed people” and placed them in a “renewed creation”?
3. After you have made your own post, read / overview each post by your fellow students.
  4. Select a post of one of your fellow students and interact with it, probing and suggesting further insights about the ultimate fulfilment of Deuteronomy’s promise.

## WEEK 6 – Deuteronomy as the “Book of the Law”

### Teaching Goals for the Week

1. Evaluation of the identity of the “Book of the Law”
2. Introduction to the precise working out of the theology of Deuteronomy in the heart-section of the book: Deut. 29-30

### As a result of this week’s study, the student will ...

1. Be able to evaluate the identity of the “book of the law” mentioned throughout the OT.
2. Be able survey how the Deuteronomic theology finds its minute expression in the theological and literary fabric of the book.

### Reading

Barker, *The Triumph of Grace in Deuteronomy*, 1-7; 107-215, 217-221 (120 pages – 5 hours) [as you do this reading, take notes for answering this week’s and next week’s Online-Interaction as well as next week’s Deuteronomy Reading project!]

### Writing - 1800 words or three single-spaced pages

1. Assess what corpus of writing the “book of the law” is that is referred to throughout the Old Testament:
  - a. List every single reference to the “Book of the Law” within Deuteronomy and comment on what it refers to.
  - b. List where “the book of the law” is mentioned in OT and figure out what exactly is quoted (Deuteronomy or another book?).
  - c. Find other names for this corpus of writing (i.e. the “book of Moses”; “the law”) and try to figure out what exactly is cited or referred to.
  - d. Find some additional quotes from Deuteronomy in other books of the Old Testament, that would show that Deuteronomy was held as an authoritative document by the other Old Testament

writers (you could start your search with the references that Daniel Block gives in “Recovering The Voice of Moses: The Genesis of Deuteronomy”, p. 407, n. 92-96).

2. Summarize your conclusions about the identity of the “book of the law” in approximately 1800 words or three single-spaced pages (=12 hours).

#### *Deuteronomy Reading / Projects -*

1. Before you begin reading Barker, look ahead to next week’s assignment on marking additional words, themes, and structures in your electronic text of Deuteronomy based on this week’s reading.
2. Due to a lack of additional time during this week, we are postponing this assignment to next week.

#### *Online-Interaction*

After doing this week’s reading, summarize what you have gained for your own spiritual life from reading Barker’s discussion of the heart of Deuteronomy this week. (= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it probing and suggesting further insights about possible ramifications and implications.

### *WEEK 7 – Deuteronomy and the New Covenant / New Testament*

#### *Teaching Goals for the Week*

1. Introduction to the connection between Deuteronomy 30 and the New Covenant
2. Introduction to the influence of Deuteronomy 32 on Paul’s theology

#### *As a result of this week’s study the student will ...*

1. Be able to assess the connection between Deuteronomy 30 and the references to the New Covenant in the Old Testament.
2. Be able to evaluate the supposed connection between Deuteronomy 32 and the Church.
3. Be able to summarize the influence of Deuteronomy 32 on the theology of Paul in his NT writings.

#### *Reading*

1. Bell, “Deuteronomy and the Origin of the Jealousy Motif in Romans 9-11” (p. 200-285 = ca. 3 hours)

#### *Writing - 1800 words or three single-spaced pages (= 10 hours)*

1. Research the connection between Deuteronomy and the passages that refer to the “new covenant”.
  - a. Consult at least five commentaries of your choice on each of the following passages and see, if the commentators note a connection between these passages and Deuteronomy 30:6:
    - i. Jeremiah 31:31-34; Jeremiah 32:36-41
    - ii. Ezekiel 34:25; Ezekiel 37:23-27
    - iii. Isaiah 55:3; Isaiah 61:8
    - iv. Hosea 14:4-7
  - b. Consult at least five commentaries of your choice on Deuteronomy 30:6 and see, if the commentators note a connection between Deuteronomy 30:6 and any of these (or additional) passages.
2. In 1800 words or three single-spaced pages, summarize the consensus of the different commentators and then present your own conclusion about the relationship between Deuteronomy 30 and the various OT passages that refer to a “new covenant”.

- a. If you come across other passages in the OT that point to the same “new covenant” reality, be sure to include them in your paper.
- b. As you present your own conclusion, feel free to consult McConville, *Grace in the End*, 137; Barker, *Triumph of Grace*, 181.
- c. Add a bibliography page with all the commentaries and works you consulted (should have at least 25 works on it).

#### *Deuteronomy Reading / Projects - (3 hours)*

1. In light of last week’s reading of Barker, make corrections and additions to your marking of the electronic text of Deuteronomy, integrating the themes that Barker has pointed out.
2. Mark the occurrences of words and themes like “heart,” “hear,” “know,” “see,” “give,” “love,” “life,” “circumcision,” “compassion” etc. (see i.e., Barker, 129f. 166. 172), if you have not already done so.
3. Integrate Barker’s presentation of the structure of Deut. 30:1-10 (cf. Barker, 140-44) and mark how the law is framed by 4:29-30 and 30:1-10) (cf. p. 178ff)
4. Trace the mention of the “Abrahamic Covenant” throughout Deuteronomy.
5. Integrate other themes and structures that Barker points out.

#### *Online-Interaction*

As Barker’s analysis of Deut. 29-30 showed last week, the “word of God” is central in and essential for the conversion of God’s people. Summarize Barker’s observations and then suggest any ramification that this core teaching of Deuteronomy has for the preaching and reading of God’s word (cf. 1. Tim. 4:13; 2. Tim. 4:2; etc.). (= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it, probing and suggesting further insights about possible ramifications and implications.

### *WEEK 8 – Conclusions and Assessment*

#### *Teaching Goals for the Week*

1. Summary and critique of Soltau’s “Deuteronomy: Foundation and *Mitte* of the Theology of the OT” in light of the conclusions reached in the different projects of this class.
2. Assessment of the accomplishment of the different learning outcomes (Examination)

#### *As a result of this week’s study, the student will ...*

1. Be able to summarize the conclusions reached in this class and show how they relate to the conclusions put forth in Soltau’s “Deuteronomy: Foundation and *Mitte* of the Theology of the OT”.
2. Be able to critique Soltau’s “Deuteronomy: Foundation and *Mitte* of the Theology of the OT”.
3. Be able to personally assess to what degree the learning outcomes of this class have been accomplished.

#### *Writing -1800 words or three single-spaced pages (= 9 hours)*

In light of the different projects you have completed for this class, summarize your conclusions and apply them to a critique of Soltau’s “Deuteronomy: Foundation and *Mitte* of the Theology of the OT”.

*Examination* - Besides all of the questions from the McConville questionnaire, you will have to be able to answer the following questions. A selection of all these possible questions will appear on your examination. You should be able to answer each question in five to eight sentences. (= 9 hours)

1. In light of your entire reading of *Grace in the End*, compare McConville's understanding of Deuteronomic theology with that espoused in critical circles (e.g. by Noth and those that follow him).
2. Compare the Noth's *diachronic* approach to Deuteronomy (and that of his followers) with Barker and McConville's *synchronic approach*. Explain the ramifications for the theology of Deuteronomy.
3. State five arguments to defend Mosaic authorship of Deuteronomy.
4. Describe the covenantal nature of Deuteronomy.
5. Summarize the theological message of Deuteronomy-
6. List 10 different theological themes that unfold throughout Deuteronomy.
7. Summarize how Deuteronomy 32 has influenced Paul's theology.
8. List any passage (that you can think of) in the OT that further develops Deut. 30:6.

#### *Online-Interaction*

As you review and solidify the conclusions reached in this class, share with the rest of the class what you take away from this class for your spiritual life and what you have learned about your relationship to Jesus Christ.

(= 1.5 hours)

- a. Later read / overview each post by fellow students.
- b. Select a post of one of your fellow students and interact with it, probing and suggesting further insights about possible lessons learned.

## Course Bibliography

Required Books: Visit <http://ni.edu/schools/northland-online/online-bookstore/> to purchase your required textbooks:

Barker, Paul A. *The Triumph of Grace in Deuteronomy: Faithless Israel, Faithful Yahweh in Deuteronomy*. Paternoster Biblical Monographs. Eugene, Oregon: Wipf & Stock Publishers, 2004.

McConville, J. Gordon. *Grace in the End: A Study in Deuteronomistic Theology*. Grand Rapids: Zondervan, 1993.

### Required Journal, Dictionary, and Chapter Reading:

Bell, Richard H. *Provoked to Jealousy*. Wissenschaftliche Untersuchungen zum Neuen Testament, 2. Reihe 63. Tübingen: J. C. B. Mohr, 1994. [Supplied on the LMS]

Block, Daniel I. "Recovering The Voice of Moses: The Genesis of Deuteronomy." *JETS* 44: 3 (2001): 385-407. [Found in Galaxie]

Kline, Meredith G. "Canon and Covenant I." *WTJ* 32:1 (1969): 49-67. [Found in Galaxie]

\_\_\_\_\_. "Canon and Covenant II." *WTJ* 32:2 (1970): 179-200. [Found in Galaxie]

\_\_\_\_\_. "Canon and Covenant III." *WTJ* 33:1 (1970): 45-72. [Found in Galaxie]

Merrill, Eugene H. "Deuteronomy and History: Anticipation or Reflection?" *FM* 18:1 (2000): 58-73. [Found in Galaxie]

Soltau, Kai P. "Deuteronomy: Foundation and *Mitte* of the Old Testament." (not published) [Supplied on the LMS]

### Recommended Reading:

#### *Recommended Commentaries on Deuteronomy:*

Cairns, Ian. *Deuteronomy: Word and Presence*. International Theological Commentary. Grand Rapids: Eerdmans, 1992.

Craigie, Peter C. *The Book of Deuteronomy*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1976.

Christensen, Duane L. *Deuteronomy*. 2 Vols. Word Biblical Commentary. Waco: Word Publisher, 2001-2002.

Clements, R. E. *Deuteronomy*. Old Testament Guides. Sheffield: JSOT Press, 1989.

Currid, John D. *Deuteronomy*. Evangelical Press Study Commentary. Carlisle, PA: Evangelical Press, 2006.

McConville, J. G. *Deuteronomy*. Apollos Old Testament Commentary. Downers Grove, Ill.: InterVarsity Press, 2002.

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Tigay, Jeffrey. *Deuteronomy*. JPS Torah Commentary. Philadelphia: Jewish Publication Society, 1995.

Wright, Christopher J. H. *Deuteronomy*. New International Biblical Commentary. Peabody: Hendrickson Publisher, 1996.

*Recommended articles and books (that contain chapters) that contribute to a fuller understanding of the theology of Deuteronomy:*

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Birch, Bruce C. et al. *A Theological Introduction to the Old Testament*. Nashville: Abingdon Press, 1999.

Block, Daniel I. "The Grace of Torah: The Mosaic Prescription of Life (Deut. 4:1-8; 6:20-25)." *BibSac* 162:645 (2005): 3-22.

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Waltke, Bruce K. *An Old Testament Theology: an Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.

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*Additional Resources for the study of Deuteronomy:*

Barker, Paul A. "Faithless Israel, Faithful Yahweh in Deuteronomy" *TynBul* 47:1 (1996): 173-175. [Found on Galaxie]

Baylis, Charles P. "Repentance in Acts in Light of Deuteronomy 30." *MTJ* 1 (1990): 20-35.

Grisanti, Michael A. "Was Israel Unable to Respond to God? A Study of Deuteronomy 29:2-4." *BibSac* 163:650 (2006): 177-96.

Horbury, William. "Septuagintal and New Testament Conceptions of the Church." In *A Vision for the Church*, ed. Markus Bockmuehl and Michael B. Thompson, 1-17. Edinburgh: T & T Clark Ltd., 1997.

Kline, Meredith G. *The Structure of Biblical Authority*. 2<sup>nd</sup> ed. Grand Rapids: Eerdmans, 1972.

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Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Downers Grove: IVP, 1998.

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Moran, William L. "The Ancient Near Eastern Background of the Love of God in Deuteronomy." *Catholic Biblical Quarterly* 25 (196): 76-87.

Sailhamer, John. H. *The Pentateuch as Narrative*. Grand Rapids: Zondervan, 1992.

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