

“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.”

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| Course | BIBLICAL STUDIES SEMINAR: THE GLORY OF GOD IN THE BIBLE BIBL 0718 1S |
| Date, Time, and Delivery Format | JANUARY 14 – APRIL 8, 2025 TUESDAYS, 8:15 – 11:05 AM SYNCHRONOUS ONLINE |
| Instructor | DR. REBECCA G. S. IDESTROM Telephone/voicemail: (416) 226-6620 Ext. 6771 Email: ridestrom@tyndale.ca |
| Class Information | The classes will be live streamed on Tuesdays, 8:15 –11:05 AM on Zoom. Students may participate in live streamed office hours as posted below: Tuesdays, 2:00–3:00 PM or at a separate time by appointment |
| Course Material | Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. |

I. COURSE DESCRIPTION

The term “glory” is ubiquitous in Scripture, but its precise meaning is not always clear. What is the glory of the Lord? How does Scripture define it? This seminar will examine the biblical theme of God’s glory in Scripture with the goal of understanding its meaning and theological significance. This will entail exploring key terms, images, and related themes to divine glory, as well as examining various scriptural passages about the glory of the Lord in their larger narrative, historical, and canonical contexts. The theme of God’s glory will be traced in both the Old and New Testaments, culminating with its ultimate revelation in Jesus Christ. How the topic of God’s glory and presence in Scripture is significant and relevant to the Christian life and the Church community will also be examined.

Prerequisites:

Biblical Interpretation (BIBL 0501), New Testament Theology and History (NEWT 0522), and Old Testament Theology and History (OLDT 0511).

The Biblical Studies Seminar is a required course for MDiv students majoring in Biblical Studies. Please note that for students not majoring in Biblical Studies, this Biblical Studies Seminar counts as a Bible (OT or NT) Elective.

II. LEARNING OUTCOMES

At the end of this course, the student will be able to:

1. Trace the theme of God's glory throughout the canon of Scripture.
2. Describe and explain the meaning and significance of the different terms, images, and portrayals of God's glory in Scripture.
3. Identify the importance of examining a biblical theme in its narrative, historical, and canonical contexts.
4. Recognize and appreciate both theological diversity and continuity in tracing a biblical theme in the Old and New Testaments.
5. Give practical examples of why and how the theme of God's glory and presence is significant and relevant to the Christian life.
6. Develop and foster skills in doing exegesis, critical thinking, research, writing, and leading a seminar presentation.

III. COURSE REQUIREMENTS**A. REQUIRED TEXTS**

Idestrom, Rebecca G. S. [*Show Me Your Glory: The Glory of God in the Old Testament*](#). Eugene, OR: Pickwick Publications, 2023. ISBN # 978-1-4982-1795-8

Morgan, Christopher W. and Robert A. Peterson, eds. [*The Glory of God*](#). Theology in Community Series. Wheaton, IL: Crossway, 2010 (hardcover)/2018 (paperback). ISBN # 978-1-4335-5726-2

B. RECOMMENDED TEXTS

Akala, Adesola Joan, ed. [*Exploring the Glory of God: New Horizons for a Theology of Glory*](#). Lanham, MD: Lexington/Fortress, 2021. ISBN #: 978-1-9787-0891-4

Morgan, Christopher W. and Robert A. Peterson. [*The Glory of God and Paul: Texts, Themes and Theology*](#). NSBT New Studies in Biblical Theology. London: Apollos/Downers Grove: IVP Academic, 2022. USA ISBN #: 978-1-5140-0447-0

Tyndale recommends 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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
 - Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom for attendance purposes*
 - Download Zoom application (www.Zoom.us/download)
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

D. 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.

E. ASSIGNMENTS AND GRADING

The following assignments will be used to facilitate your full engagement with the course material and accomplish the learning outcomes listed above.

1. Weekly Completion of Required Readings and Reading Notes: Due before each class, 30% of final grade.

This assignment is related to all the outcomes.

Every class will involve a class discussion of the assigned readings for each week. Since this is a Seminar type course, it is essential that each student come prepared to class, having done all the readings and reading notes so that we can have a fruitful discussion time in class. The list of

required readings for each week is given below in the course schedule. For each reading, please prepare a number of written questions as well as some observations and reflections on the readings. Did something stand out to you, and if so, why? What did you learn that was new to you? How does it impact your understanding of the concept of God's glory? What questions did the readings raise for you? Please note, the student is not asked to evaluate or critique the assigned articles or chapters from the textbooks. Instead, the readings serve as prompts for observations and questions. Before each class, the student will submit a 1–2 page (double-spaced) summary of their reflections notes and questions arising from their reading to the professor. This summary will be uploaded on the Moodle course page before the class begins (before 8:15 AM). The student will also report whether or not they completed all the assigned reading for that week.

2. Research Paper: 50% of final grade.

This assignment is related to outcomes # 1, 3, 5, 6.

The research paper will be due on the day the student chooses to present the result of their research to the class. Therefore, the paper will be due either on March 18, March 25, April 1, or April 8, 2025. The student can choose a topic that relates to the various subjects and themes covered in the course. Further instructions and a list of potential essay topics will be given in class. The approximate paper length is expected to be 15–20 pages (approx. 4500–6000 words) double spaced (Font size 12 point, Times New Roman). A bibliography with a minimum of ten academic sources is required.

3. Class Presentation on Research Topic: 10% of final grade.

This assignment is related to outcome # 1, 3, 5, 6.

Class presentations will be held on March 18, March 25, April 1, and April 8, 2025. Each student will present the results of their research on their particular topic for the research paper. Each presentation will be approximately 25–30 minutes. The students in the class will have an opportunity to ask questions of the presenter and give feedback on the presentation. The student presenter should provide an outline of the major points and arguments of their paper, including a summary of the findings/results of their paper to the students in the class either as a handout or in a PowerPoint presentation. If they prefer, they can give each member of the seminar a copy of their research paper instead of an outline. After the class, the student presenter will submit their research paper to the professor by uploading it to the course page.

4. Final Reflection Paper: Due April 8, 2025, due 11:59 PM, 10% of final grade.

This assignment is related to all the outcomes.

Each student will write a 3–4 page (approx. 1000–1400 words) double-spaced reflection paper where they list the new learnings and insights that they have gained from participating in the course (readings, class discussions, working on the term paper). How has your understanding of

the concept of God’s glory changed or been enhanced through this course? What are some practical implications coming out of your learning? What are some practical and relevant ways you can appropriate what you have learned about God’s glory in your life and in your church community moving forward?

Turnitin

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

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| Completed Readings and Notes on Readings | 30% |
| Research Paper | 50% |
| Class Presentation on Research Topic | 10% |
| Final Reflection Paper | 10% |
| Total Grade | 100% |

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

Accuracy (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?

Critical Analysis – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?

Organization – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?

Clarity – Does what I say make sense? Will others clearly understand what I am seeking to express?

Good Grammar and Writing – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?

Well Documented (thorough) – Is my work complete? Does my bibliography reflect sufficient research? Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate these sources on the strength of my documentation? Do my footnotes and bibliography follow the proper citation style required?

2. Matters of Style

You should submit written work in a style consistent with either the model outlined in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#) (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999; 2nd ed. Atlanta: SBL Press, 2014) or the Chicago Manual of Style Online. (Footnotes are preferred). For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose (cf. the guidelines in Strunk and White, [Elements of Style](#)). Written work ought to betray clear organization, argument and coherent thought. The use of inclusive language is expected.

The title page for all written work ought to include the following:

The title of the paper, name of the course, name of the professor, date of submission, and your name.

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 Office (aa@tyndale.ca) before proceeding.

3. Academic Integrity

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.

In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. Examples of plagiarism include (but are not limited to) the following: copying a sentence or part of a sentence from a book or article without using quotation marks and citing the source; rephrasing another person's words without giving credit for the idea that you have borrowed by citing the source; copying the work of someone else and handing it in as your own; using materials or ideas generated by AI programs without acknowledging it. It is assumed that each assignment required for this course will be written independently. Please note that plagiarism in any form on any assignment will automatically result in a grade of "F" for the assignment with no opportunity for resubmission.

In this course the student is not allowed to use artificial intelligence programs to research and write their papers. This will be considered plagiarism.

4. Late Assignments

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the evaluation of your work. For every week late, the grade will be reduced by 5%, half a letter grade (i.e. one week late: 82% A- becomes 77% B+; two weeks late, 82% becomes 72% B-, etc.). Please note

that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the professor explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

All assignments must be handed in by the last day of exams (April 17, 2025). No assignments will be accepted after that date, unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

5. Submission of Written Work

Students are required to retain a copy of all assignments (hard copy or electronic version). The assignment needs to be uploaded on the Moodle course page before midnight on the due date. Graded assignments will be emailed back to the student.

I. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-Course Preparation: Come to the first class having done the readings and prepared questions and reflections on the readings to be discussed in the first class (the readings listed

for January 14). Be prepared to submit your 1–2 page summary before the class by uploading it to the Moodle course page. Readings to be completed before each class are listed below.

- Jan 14** Introduction to the topic: Challenges and Limitations
Semantics of Glory: Glory Language, Semantic Domain, Imagery
Read Rebecca Idestrom, *Show Me Your Glory*, Preface, ix–x, Chapters 1–2, pp. 1–20.
Read John Collins, “כבוד,” in *NIDOTTE* 2:577–587.
Read Moisés Silva, “Δοξα,” in *NIDNTTE* 1:761–767.
Christopher Morgan and Robert Peterson, Chapter 1, “The panorama of God’s glory” in *The Glory of God and Paul*, pp. 17–38.
- Jan 21** Theme: God’s glory in the Pentateuch
Read Tremper Longman, “Glory of God in the Old Testament,” pp. 47–78 in *The Glory of God*.
Read Idestrom, *Show Me Your Glory*, Chapters 3–4, pp. 21–77.
Read Joshua Philpot, “Exodus 34:29–35 and Moses’ Shining Face,” pp. 1–11.
- Jan 28** Theme: God’s Glory in the Historical Books: God’s Glory and Worship
Read Idestrom, *Show Me Your Glory*, Chapters 5–6, pp. 78–151.
- Feb 4** Theme: God’s Glory in Isaiah
Read Idestrom, *Show Me Your Glory*, Chapter 7, pp. 152–214.
- Feb 11** Theme: God’s glory in Ezekiel and the Minor Prophets
Read Idestrom, *Show Me Your Glory*, Chapters 8–10, pp. 215–282.
Read Graham Davies, “The Presence of God in the Second Temple and Rabbinic Doctrine,” 32–36.
Read Joseph Greene, “Did God Dwell in the Second Temple?” pp. 767–784.
- Feb 18** READING WEEK: NO CLASS
- Feb 25** Theme: God’s Glory in the Synoptic Gospels
Read Richard Melick, “The Glory of God in the Synoptic Gospels, Acts and the General Epistles, pp. 79–106 in *The Glory of God*.
Read R. B. Gaffin, Jr. “Glory,” in *NDBT*, pp. 507–511.
Read Sverre Aalen, “δοξα” in *DNTT* 2:44–48.
Read David Miller, “Seeing the Glory, Hearing the Son: The Function of the Wilderness Theophany Narratives in Luke 9:28–36,” pp. 498–517.
- Mar 4** Theme: God’s Glory in the Gospel of John

Read Richard Bauckham, Chapter 3 “Glory,” pp. 43–62 in *Gospel of Glory*.
Read Andreas Köstenberger, “Glory of God in John’s Gospel and Revelation,” pp. 107–126 in *The Glory of God*.
Read Sookgoo Shin, “The Rhetorical Function of the Glory Motif in John’s Gospel,” pp. 133–165.
Read David Ford, “To See My Glory: Jesus and the Dynamics of Glory in John’s Gospel,” pp. 15–26 in *Exploring the Glory of God*.

Mar 11

Theme: God’s Glory in Romans

Read Christopher Morgan and Robert Peterson, *The Glory of God and Paul*, Chapter 3: “The glory of God and salvation: Romans.”

Read Donnie Berry, “Groaning for Glory: Another Look at the Spirit’s Intercession in Romans 8:26–27,” pp. 281–296.δ

Mar 18

Class Presentations

Theme: God’s Glory in Paul’s Writings

Read R. B. Gaffin Jr., Chapter 5: “The Glory of God in Paul’s Epistles,” pp. 127–152 in *The Glory of God*.

Read Christopher Morgan and Robert Peterson, Chapter 5: “The glory of God and the new covenant: 2 Corinthians 3–4,” pp. 91–113.

Read Jason Fout, “The Glory of God in 2 Corinthians,” pp. 159–166 in *Fully Alive*.

Mar 25

Class Presentations

Read Christopher Morgan and Robert Peterson, Chapter 6, “The glory of God and the church: Ephesians,” pp. 114–148.

Read Christopher Morgan, Chapter 6: “Toward a Theology of the Glory of God” in *The Glory of God*, pp. 153–187.

Read Haley Goranson Jacob, “Presence, Radiance, and Rule: Rethinking Paul’s Glory-Christology,” pp. 27–36 in *Exploring the Glory of God*.

Apr 1

Class Presentations

Theme: Practical Implications

Read Christopher Morgan and Robert Peterson, Chapter 9, “The glory of God and the Christian Life,” pp. 197–213.

Read Bryan Chapell, Chapter 7: “A Pastoral Theology of the Glory of God,” in *The Glory of God*, pp. 189–208.

Apr 8

Class Presentations

Theme: Practical Implications

Read Christopher Southgate, “Conclusion,” pp. 257–259 in *Theology in a Suffering World: Glory and Longing*.

Read Roger Helland, "The Discipline of Awareness: Practicing the Presence of God," pp. 67–83 in *Pursuing God's Presence*.

Read C. S. Lewis, "The Weight of Glory," pp. 25–46.

Read N. T. Wright, "Romans 8:18–25," and "John 17:20–26," pp. 66–69, 144–146 in *Reflecting the Glory*,

The assigned readings are from the textbooks as well as other sources listed below. Besides the course textbooks, all other readings are posted on the Moodle course page or are linked to an e-book from the Tyndale library.

Collins, C. John. "כבוד." In *NIDOTTE* 2:577–87.

Silva, Moisés, "Δοξα," in *NIDNTTE* 1:761–767.

Christopher Morgan and Robert Peterson, Chapter 1, "The panorama of God's glory" in [*The Glory of God and Paul: Texts, Themes and Theology*](#). London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Longman III, Tremper. "The Glory of God in the Old Testament." In [*The Glory of God*](#), edited by Christopher W. Morgan and Robert A. Peterson, 47–78. Theology in Community Series. Wheaton: Crossway, 2010.

Philpot, Joshua M. "Exodus 34:29–35 and Moses' Shining Face." *Bulletin for Biblical Research* 23 (2013) 1–11.

Davies, G. I. "The Presence of God in the Second Temple and Rabbinic Doctrine." In *Templum Amicitiae: Essays on the Second Temple Presented to Ernst Bammel*, edited by William Horbury, 32–36. Journal for the Study of the New Testament Supplement Series 48. Sheffield: Sheffield Academic, 1991.

Greene, Joseph. "Did God Dwell in the Second Temple? Clarifying the Relationship between Theophany and Temple Dwelling." *Journal of the Evangelical Theological Society* 61 (2018) 767–784.

Richard Melick, "The Glory of God in the Synoptic Gospels, Acts and the General Epistles," pp. 79–106 in *The Glory of God*.

Aalen, Sverre. "δοξα." In *DNTT* 2:44–48.

Gaffin Jr., R. B. "Glory." In *New Dictionary of Biblical Theology*, edited by T. Desmond Alexander et al., 507–511. Downers Grove, IL: InterVarsity, 2000.

David M. Miller, "Seeing the Glory, Hearing the Son: The Function of the Wilderness Theophany Narratives in Luke 9:28–36," *Catholic Biblical Quarterly* 72 (2010), 498–517.

- Bauckham, Richard. "Glory," 43–62 in *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI: Baker Academic, 2015.
- Andreas Köstenberger, "Glory of God in John's Gospel and Revelation," pp. 107–126 in [*The Glory of God*](#), edited by Christopher W. Morgan and Robert A. Peterson, 47–78. Theology in Community Series. Wheaton: Crossway, 2010.
- Shin, Sookgoo. "The Rhetorical Function of the Glory Motif in John's Gospel." *Canon & Culture* 16 (2022), 133–65.
- Ford, David F. "To See My Glory: Jesus and the Dynamics of Glory in John's Gospel," pp. 15–26 in [*Exploring the Glory of God: New Horizons for a Theology of Glory*](#), edited by Akala, Adesola Joan. Lanham, MD: Lexington/Fortress, 2021. (FIX)
- Christopher Morgan and Robert Peterson, *The Glory of God and Paul*, Chapter 3: "The glory of God and salvation: Romans." In Morgan, Christopher W., and Robert A Peterson. [*The Glory of God and Paul: Texts, Themes, and Theology*](#). London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.
- Berry, Donnie. "Groaning for Glory: Another Look at the Spirit's Intercession in Romans 8:26–27." *Journal of the Evangelical Theological Society* 63.2 (2020), 281–96.
- Richard Gaffin Jr., Chapter 5: "The Glory of God in Paul's Epistles," pp. 127–152 in [*The Glory of God*](#). Theology in Community Series. Edited by Morgan, Christopher W., and Robert A Peterson. Wheaton: Crossway, 2010.
- Morgan, Christopher and Robert Peterson. Chapter 5: "The glory of God and the new covenant: 2 Corinthians 3–4," 91–113 in Morgan, Christopher W., and Robert A Peterson. [*The Glory of God and Paul: Texts, Themes, and Theology*](#). London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.
- Fout, Jason A. "The Glory of God in 2 Corinthians." 159–166 in *Fully Alive: The Glory of God and the Human Creature in Karl Barth, Hans Urs von Balthasar, and Theological Exegesis of Scripture*. London/Oxford: Bloomsbury T & T Clark, 2015.
- Christopher Morgan and Robert Peterson, Chapter 6, "The glory of God and the church: Ephesians," 114–148, in Morgan, Christopher W., and Robert A Peterson. [*The Glory of God and Paul: Texts, Themes, and Theology*](#). London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.
- Christopher Morgan, Chapter 6: "Toward a Theology of the Glory of God," 153–187, in [*The Glory of God*](#), edited by Christopher W. Morgan and Robert A. Peterson. Theology in Community Series. Wheaton: Crossway, 2010.
- Jacob, Haley Goranson. "Presence, Radiance, and Rule: Rethinking Paul's Glory-Christology," 27–36 in [*Exploring the Glory of God: New Horizons for a Theology of Glory*](#). Akala, Adesola Joan, ed. *Exploring the Glory of God*: Lanham, MD: Lexington/Fortress, 2021.

- Morgan, Christopher, and Robert Peterson, Chapter 9, “The glory of God and the Christian Life,” 197–213 in Morgan, Christopher W., and Robert A Peterson. [*The Glory of God and Paul: Texts, Themes, and Theology*](#). London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.
- Bryan Chapell, Chapter 7: “A Pastoral Theology of the Glory of God,” 189–208 in [*The Glory of God*](#), edited by Christopher W. Morgan and Robert A. Peterson. Theology in Community Series. Wheaton: Crossway, 2010.
- Southgate, Christopher. “Conclusion,” 257–259 in [*Theology in a Suffering World: Glory and Longing*](#). Cambridge: Cambridge University Press, 2018.
- Helland, Roger. “The Discipline of Awareness: Practicing the Presence of God,” 67–83 in *Pursuing God’s Presence: A Practical Guide to Daily Renewal and Joy*. Minneapolis, Minnesota: Chosen Books, 2023.
- Lewis, C. S. “The Weight of Glory,” 25–46 in *The Weight of Glory and Other Addresses*. New York: HarperOne, 2001.
- Wright, N. T. “Romans 8:18–25,” and “John 17:20–26,” 66–69, 144–146 in *Reflecting the Glory: Meditations for Living Christ’s Life in the World*. Minneapolis: Augsburg, 1998.

V. 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](#).)

- Aalen, Sverre. “δοξα.” In *Dictionary of New Testament Theology 2.*, 44-48. Colin Brown, ed., Grand Rapids: Zondervan, 1979.
- Abrahams, I. *The Glory of God: Three Lectures*. Oxford: Oxford University Press, 1925.
- Aitken, James K. “The Semantics of ‘Glory’ in Ben Sira—Traces of a Development in Post-Biblical Hebrew?” In *Sirach, Scrolls, and Sages: Proceedings of a Second International Symposium on the Hebrew of the Dead Sea Scrolls, Ben Sira, and the Mishnah, held at Leiden University, 15–17 December 1997*, edited by T. Muraoka and J. F. Elwolde, 1–24. Boston: Brill, 1999.
- Akala, Adesola Joan, ed. [*Exploring the Glory of God: New Horizons for a Theology of Glory*](#). Lanham, MD: Lexington/Fortress, 2021
- Aster, Shawn Zelig. “Ezekiel’s Adaptation of Mesopotamian *Melammu*.” *Die Welt des Orients* 45 (2015), 10–21.

- . *The Unbeatable Light: Melammu and Its Biblical Parallels*. Alter Orient und Altes Testament 384. Münster: Ugarit-Verlag, 2012.
- Balthasar, Hans Urs von. *The Glory of the Lord: A Theological Aesthetics*. Vol. 6, *Theology: The Old Covenant*. Edinburgh: T. & T. Clark, 1991.
- . *The Glory of the Lord: A Theological Aesthetics*. Vol. 7, *Theology: The New Covenant*. Edinburgh: T. & T. Clark, 1989.
- Bauckham, Richard. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI: Baker Academic, 2015.
- Beale, G. K. *The Temple and the Church's Mission: A Biblical Theology of the Dwelling Place of God*. New Studies in Biblical Theology 17. Downers Grove: InterVarsity, 2004.
- Belleville, Linda L. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3.1–18*. JSNTSS 52. Sheffield: JSOT Press, 1991.
- Belleville, Linda L. "Tradition or Creation? Paul's Use of the Exodus 34 Tradition in 2 Corinthians 3.7–18." In Craig A. Evans and James A. Sanders, eds., *Paul and the Scriptures of Israel*, 165–185. JSNTSS 83; SSEJC 1. Sheffield: JSOT Press, 1993.
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