

BIBL 5230 OLD TESTAMENT 3: WISDOM & ISRAEL'S PRAISE

North Park Theological Seminary Syllabus

Fall 2020, Thursdays, 6:30 pm – 9:15 pm, Classroom: TBA

3 Credit Hours [Draft 1](#)

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

This course will explore the historical books and the poetic traditions of psalms and wisdom, beginning with Israel's origins and continuing through the united monarchy, exile, and return. The course will also include an introduction to the Hebrew language (consonants, vowels, some key words). The Old Testament books covered include: Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Chronicles, Ezra-Nehemiah, Esther, Job, Psalms, Proverbs, Songs, Lamentations, Ecclesiastes. *The power and passion of the books we will examine together are essential parts of the Scripture to which 2 Timothy 3:16 refers. As such, affirming these 16 Old Testament books as a fundamental part of God's revealed and authoritative Word represents a key value in the approach of this course. The ultimate focus of the course is to prepare students to faithfully and effectively teach and preach from this portion of the Old Testament Scriptures within the ministry of the Church.*

TEXTS

Required:

An **English Bible** is required. You may choose your preferred translation. I usually read from the ESV.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids: Baker, 2005.

Goh, Samuel T. S. *The Basics of Hebrew Poetry: Theory and Practice*. Eugene, OR: Cascade, 2017. Note: chapters 1-4 are *required* reading; chapters 5-7 are *optional* reading.

Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker, 2001. (chapters on 1-2 Kings are *not* required reading)

The following items are also required reading and will be posted on [Canvas](#) by the start of the course:

Adamo, David Tuesday. "The Significance of Psalm 121 in an African Context." *Journal for Semitics* 26 (2017): 33-46.

Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids: Eerdmans, 1996. 2 Chapters: "The Formation of Character in Proverbs" and "The Deformation of Character: Job 1-31."

Chi Chung Lee, Archie. "Lamentations." Pages 226-233 in *Global Bible Commentary*. Edited by Daniel Patte, J. Severino Croatto, Nicole Wilkinson Duran, Teresa Okure and Archie Chi Chung Lee. Nashville: Abingdon, 2004.

Chisholm, Robert. *Handbook on the Prophets*. Grand Rapids: Baker, 2002. 1 chapter: "Weeping for Zion (Lamentations)."

Croatto, J. Severino, "Psalm 23:1-6: A Latin American Perspective." Pages 57-62 in *Return to Babel: Global Perspectives on the Bible*. Edited by Priscilla Pope-Levison and John R. Levison. Louisville, KY: Westminster John Knox, 1999.

Fosarelli, Patricia, and Michael J. Gorman. "The Bible and Spirituality." Pages 339-352 in *Scripture and Interpretation A Global, Ecumenical Introduction to the Bible*. Edited by Michael J. Gorman.

- Grand Rapids: Baker, 2017.
- Gorospe, Athena Evelyn. *Judges*. Asia Bible Commentary: A Pastoral and Contextual Commentary. Edited by Frederico Villanueva. Carlisle, U.K.: Langham Global Library, 2016. *Pages 1-56 only*.
- Habtu, Tewoldemedhin. "Proverbs." Pages 773- 812 in *Africa Bible Commentary: A One-Volume Commentary Written by 70 African Scholars*. Edited by Tokunboh Adeyemo. Grand Rapids: Zondervan, 2006. *Pages 773-788 only*.
- Hunter, Jannie H. "The Song of Protest: Reassessing the Song of Song." *Journal for the Study of the Old Testament* 90 (2000): 109-124.
- Lefevbre, Michael. "'On His Law He Meditates': What is Psalms 1 Introducing?" *Journal for the Study of the Old Testament* 40 (2016): 439-450.
- Moon, Cyris Heesuk. "Psalm 23:1-6: An Asian Perspective." Pages 69-74 in *Return to Babel: Global Perspectives on the Bible*. Edited by Priscilla Pope-Levison and John R. Levison. Louisville, KY: Westminster John Knox, 1999.
- Msenya, Madipoane (ngwana' Mphahlele). "Ruth." Pages 86-91 in *Global Bible Commentary*. Edited by Daniel Patte. Nashville: Abingdon, 2004.
- Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew: Grammar*. Second Edition. Grand Rapids: Zondervan, 2007. First 2 chapters.
- Provan, Ian, V. Philips Long and Tremper Longman III. *A Biblical History of Israel*. Second Edition. Louisville, KY: Westminster John Knox, 2015. Chapters 1-2: "The Death of Biblical History," "Knowing and Believing: Faith in the Past."
- Walton, John H. *Ancient Near Eastern Thought: Introducing the Conceptual World of the Old Testament*. Second Edition. Grand Rapids: Baker, 2018. Chapters 1-2, 4: "History and Methods," "Comparative Studies, Scholarship and Theology," "The Gods."
- Weanza, Nupanga. "Ezra." Pages 531-542" in *Africa Bible Commentary: A One-Volume Commentary Written by 70 African Scholars*. Edited by Tokunboh Adeyemo. Grand Rapids: Zondervan, 2006.
- Wenell, Karen J. "The Setting: Biblical Geography, History, and Archaeology." Pages 23-44 in *Scripture and Interpretation A Global, Ecumenical Introduction to the Bible*. Edited by Michael J. Gorman. Grand Rapids: Baker, 2017.
- Whiting, Mark J. "Psalms 1 and 2 as a Hermeneutical Lens for Reading the Psalter." *Evangelical Quarterly* 85 (2013): 246-262.
- Wong Wai Ching, Esther. "Esther." Pages 135-140 in *Global Bible Commentary*. Edited by Daniel Patte. Nashville: Abingdon, 2004.
- Zilonka, Paul P., and Michael J. Gorman. "The Bible: A Book, a Library, a Story, an Invitation." Pages 2-22 in *Scripture and Interpretation A Global, Ecumenical Introduction to the Bible*. Edited by Michael J. Gorman. Grand Rapids: Baker, 2017.

Further Helpful Sources:

- Arnold, Bill T., and H. G. M. Williamson, editors. *Dictionary of the Old Testament: Historical Books*. Downers Grove, IL: InterVarsity Press, 2005.
- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody Publishers, 2009.
- Birch, Bruce C., Walter Brueggemann, Terrence E. Fretheim, and David L. Peterson. *A Theological Introduction to the Old Testament*. Second edition. Nashville: Abingdon, 2005.
- Freedman, D. N., editor. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016.
- Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- Longman III, Tremper. *Old Testament Commentary Survey*. 5th edition. Grand Rapids: Baker, 2013.
- Longman III, Tremper, and Peter Enns, editors. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downers Grove, IL: InterVarsity Press, 2008.
- Vanhoozer, Kevin J. *Dictionary for the Theological Interpretation of the Bible*. Grand Rapids:

Baker, 2005.

DEGREE LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”

MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”

MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”

MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

IDEA OBJECTIVES

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our courses. The overarching IDEA objectives for this course are as follows:

STUDENT LEARNING OBJECTIVES

1. Students will identify 30 key Old Testament words in Biblical Hebrew.

[Knowledge]

2. Students will learn to recognize, recall and identify: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, (d) the basic people, places and events and (e) the major interpretive issues of the 16 OT books covered in this course by working through a midterm exam study guide and a final exam study guide.

[Knowledge]

3. Students will describe, summarize, and explain the key exegetical issues and the principle scholarly views of a key text from one of the 16 books covered in this course by preparing an effective presentation.

[Comprehension]

4. Students will write responses to the weekly readings, analyzing scholarly views and applying them to their present ministry setting.

[Analysis, Application]

5. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on a key text from one of the 16 books covered in this course.

[Analysis, Synthesis]

6. By means of a written assignment, students will (a) evaluate and (b) briefly articulate their own position on contrasting scholarly perspectives on a key text from one of the 16 books covered in the course.

[Evaluation]

COURSE ASSESSMENTS *IN BRIEF*

The specific course objectives noted above will be assessed through the following assessment methods:

1. **Midterm Exam and Final Exam:** students will take a midterm exam, covering the lecture material from the first half of the course, and a final exam, covering the lecture material from the second half of the course (so, the final is not comprehensive).

Both of these exams will test the students' knowledge of: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, and (d) the major interpretive issues of the 16 OT books covered in this course. Note: the final is *not* comprehensive

A detailed study guide for both exams will be provided.

[Learning Objectives 1 & 2, Knowledge]

2. **Class Presentation:** in consultation with the instructor, each student will pick one biblical passage of interest from one of the 16 OT books covered in this course. The student will then study the main exegetical issues and key scholarly views related to the chosen passage, to finally share the results of this research through a class presentation.

The purpose of this presentation is to develop the student's ability to gain comprehension of the key interpretive issues for a given passage in one of the 16 OT books covered in this course.

[Learning Objective 3, Comprehension]

3. **Reading Journal:** for the readings assigned for each course session, students will pick one reading and write a 500-600 word response, highlighting some salient points from the reading and applying them directly to the students' current ministry context. The purpose of this assignment is to enable students to critically analyze scholarly perspectives and apply some of the key issues to their ministry settings.

The first reading journal will be due at the time of the midterm exam and the second reading journal will be due by the last class period of the course.

[Learning Objective 4, Application]

4. **Critical Analysis Paper:** based on a detailed reading of the articles by Lefevbre and Whiting listed in the bibliography above, students will write a critical analysis paper that (1) carefully analyzes and synthesizes the contrasting perspectives on the interpretation of Psalms 1/2 evidenced by these two authors, and that (2) evaluates the position of each author and also briefly demonstrates the position taken by the student.

[Learning Objectives 5 & 6, Analysis, Synthesis and Evaluation]

GRADING

The final grade for this course will be computed according to the following percentages:

1. Midterm Exam:	20%	4. Completion of all Readings:	10%
2. Final Exam:	20%	5. Reading Journals:	20%
3. Class presentation	10%	6. Critical Analysis Paper:	20%

Late *written* assignments will be marked down by 2% per day, late readings *cannot* be made up for credit.

The North Park Theological Seminary grading scale is as follows:

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	86-87	D-	70-71
C+	84-85	F	0-69

COURSE ASSESSMENTS *IN DETAIL*

1. Midterm Exam and Final Exam:

a. *Midterm Exam: 20% of final grade*

- A midterm exam study guide will be *given* on week 5; students should *complete* the study guide by week 7.
- The study guide will cover the lecture material, and some key issues from the readings, from the first half of the course: Hebrew vowels, consonants, key words, Joshua through Esther.
- The midterm exam will be given in class on week 9 (out of 100 points).
- The midterm exam will consist of **two sections**: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) an essay section, 50%: students will choose to write on one text from Joshua-Esther, from a choice of several given, by responding to specific questions in an essay format. Bible/notes allowed for essay.

b. *Final Exam: 20% of final grade*

- A final exam study guide will be given on week 12; Students should complete the study guide by week 15.
- The study guide will cover the lecture material, and some key issues from the readings, from the second half of the course: Job-Song of Songs (Not comprehensive!)
- The final exam will be taken online (not in class) during week 16.
- The final exam will consist of **two sections**: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) an essay section, 50%: students will choose to write on one text from Exodus-Deuteronomy, from a choice of several given, by responding to specific questions in an essay format. Bible/notes allowed for essay.

c. Grading rubrics:

Quiz Grading Rubric for <i>Objective</i> Section of Midterm and Final Exams (50 points total)				
Points earned	45-50 points	40-44 points	35-39 points	34 points and below
Passing/Non-Passing Levels	Excellent	Good	Passing	Not passing

Quiz Grading Rubric for <i>Essay</i> Section of Midterm and Final Exams (50 points total)					
Criteria	Ratings				Possible Points
Is the essay written clearly, with good grammar, spelling and organization?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

Does the essay address the relevant contextual elements of the passage?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay identify the key theme of the passage and the literary development of this key theme?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay effectively address how the passage fits into its larger OT book?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay effectively address how the passage connects to at least one or two broader biblical themes?	8-10 pts Yes, two themes are addressed	6-7 pts Only one theme is addressed	1-5 pts Only one theme is addressed partially	0 pts No	10

2. Class Presentation: 10% of final grade

a. Due dates:

- In consultation with the instructor, each student needs to choose their biblical passage from one of the 16 OT books covered in the course by the start of the class on week 7, by posting on Canvas a one paragraph rationale for the choice of passage.
- All of the class presentations will be done on week 16 (last week) during the regular class period.

b. Instructions:

- Based on a close study of the chosen passage, each presentation should clearly address these three key sets of issues:
 - *Exegetical issues*: what are the key issues of the text itself? Are there any key issues with basic grammar? Are there any variations in the English translations? Are there any significant text-critical issues? What is the basic argument of the passage? What is the key idea? How is this key idea developed? Etc.
 - *Theological/Canonical issues*: what are the main theological issues of the passage? How does this passage contribute to the argument being developed in the larger OT book of the Pentateuch in which it is set? What are some specific ways this passage contributes to OT and NT theology? Etc.

- *Ministry issues*: how does the passage apply to the practice of Christian ministry? What are key ministry issues raised by this text? What are some practical ways the passage could be used in ministry? Etc.
- Each student should have these items as a part of their presentation:
 - At least a **one page handout** with a clear outline of the presentation. The day of the presentations bring **hard copies** of the handout for the rest of the class, and also, **post** a copy on Canvas.
 - A PowerPoint (or any presentation software) **presentation** with **at least 3 slides** summarizing the key findings of the three sets of issues noted above. NOTE: *By Wednesday, 12/9 midnight, each student MUST post their slide presentation on Canvas, no exception—the grade will be negatively affected if this is not done in time.*
 - Clear engagement with **at least three different scholarly views** on their passage: from commentaries, journal articles/essays.

c. Grading rubric:

Grading Rubric for Class Presentation (50 points total)					
Criteria	Ratings				Possible Points
Does the presentation engage with at least 3 different scholarly views?	4-5 pts Yes, at least 3	3-4 pts Only 2	1-2 pts Only 1	0 pts No scholarly engagement	5
Does the student have a clear, easy-to-follow outline/handout?	4-5 pts Yes	3-4 pts Yes, partially	1-2 pts Yes, marginally	0 pts No	5
Are there at least 3 slides summarizing the three key areas of the research?	8-10 pts Yes, at least 3 slides	6-7 pts Only 2 slides	1-5 pts Only 1 slide	0 pts No slides	10
Does the presentation effectively address the key exegetical, theological, and canonical issues?	11-15 pts Yes, strongly	7-10pts Yes, mostly	1-6 pts Only partially	0 pts No	15

Does the presentation effectively address key ministry issues?	11-15 pts Yes, strongly	7-10pts Yes, mostly	1-6 pts Only partially	0 pts No	15
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3. **Reading Journal**: 20% of final grade & the reading *completion* represents 10% of final grade

a. Due Dates

- The instructor will track the completion of each set of readings through the course. **Note:** it is *not* possible to makeup the reading completion for *credit*—but it is strongly encouraged to make up the readings regardless, to keep up with the flow and learning process in the course. *On time completion* of all course reading is worth 10% of the final grade
- The first half of the reading journal is due by week 9, posted on Canvas by the start of class. Entries # 1-12.
- The *second half* of the reading journal is due by week 16, posted on Canvas by the start of class. Entries # 13-21

b. Instructions:

- Note that each class session is assigned a set of several readings (chapters, essays etc.). **Pick *two* of those readings (an essay, an article—but *not* the biblical text readings) and write *one journal entry* for each of the two journal entries chosen. Each journal entry should be between **500-600 words**.**
- *Note: this means that most weeks you will be writing **two separate journal entries***
- Each entry will be graded out of 10 points (21 entries total, for up to 20% of your final grade)
 - First half of the reading journal (due week 9): Entries 1-12
 - Second half of the reading journal (due week 16): Entries 13-21
- Students should focus briefly on **two main issues** for *each* reading journal entry:
 - Briefly engage the reading(s) *critically*—think about these kinds of questions: what is the hermeneutical outlook of each author? How does each author relate to the Canonical Scriptures (and the OT/Pentateuch, specifically) as the final, divine authority for Christian theology and practice? What weaknesses and/or strengths do you perceive? Etc.
 - Briefly engage the reading(s) *practically*—think about these kinds of questions: how does this reading help you in your preparation for the teaching and preaching of Scripture (and the Pentateuch specifically) in the ministry of the church? What would be helpful for practical ministry? How does this reading impact your thinking about/understanding specific ministry settings? Etc.

c. Grading rubrics

Reading Completion: for each day that readings are due, students will complete a reading completion chart, by writing a number between 0 and 3, following this rubric:

Number Code	0	1	2	3
Percentage of Reading Completed	0%	up to 50%	50% – 99%	100%

Grading Rubric for One <u>Reading Journal Entry</u> (10 points possible)					
Criteria	Ratings				Possible Points
Does the entry clearly cover <u>at least one</u> of the readings and does it show critical engagement with the views of the author(s)	4-5 pts Yes, strongly	3-4 pts Yes, mostly	1-2 pts Only partially	0 pts No	5
Does the entry show a practical reflection for implications in Christian service/ministry?	4-5 pts Yes, strongly	3-4 pts Yes, mostly	1-2 pts Only partially	0 pts No	5

4. **Critical Analysis Paper: 20% of final grade**

a. Due dates:

- Week 12: rough draft of critical analysis paper due, **posted** on Canvas by the start of class. Turning in a **complete rough draft on time** will account for 2.5 % of the total 20% for this assignment.
- Week 15: **final draft** of critical analysis paper due, **posted** on Canvas by the start of class (17.5 %).

b. Instructions:

- Carefully read the following two essays on Psalms 1 & 2 by Lefevbre and Whiting (see bibliography above; these will be available on Canvas):
- Write a critical analysis paper based on your reading, following these guidelines:
 - In a Word document, use **1 inch margins and 12 pt. Times New Roman font.**
 - Write at least **8 pages and no more than 10, double-spaced.**

- Follow the general writing and formatting guidelines in the *NPTS Writing Expectations and Strategies* (and the *Seminary Writing Handbook* at <https://www.northpark.edu/wp-content/uploads/Writing-Handbook-2017-2018.pdf>.)
- NOTE: for this paper, **do not use footnotes, but use simple in-text parenthetical bibliographic references**—like this: (Lefebvre, 439) or (Whiting, 246), and cite the two articles fully at the end of your paper.
- Follow this outline for the paper:
 - (1) Brief introduction
 - (2) Fairly *summarize* the key point/argument made by Lefebvre
 - (3) Fairly *summarize* the key points/argument made by Whiting
 - (4) Critically *compare and contrast* the views of Lefebvre and Whiting
 - (5) Present your own view on both essays, by addressing these kinds of questions: what are the hermeneutical strengths and/or weakness in each article? What insights have you gained for your understanding of Psalm 1 and the whole Psalter? What are the key issues raised in these studies that relate to practical Christian ministry? Etc.
 - (6) Brief conclusion

c. Grading rubric:

Quiz Grading Rubric for Critical Analysis Paper (50 points total)					
Criteria	Ratings				Possible Points
Is the essay written clearly, with good grammar, spelling, and style?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay carefully follow all of the formatting instructions (margins, font, page number, citations, structure/outline, etc.)	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

Does the essay fairly summarize the view of each of the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present an effective critical comparison between the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present the student's own views in an effective and clear manner?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Not accurately reporting the amount of reading completed.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

INCOMPLETE POLICY

If, due to extenuating circumstances (specifically: pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. *Overscheduling and/or lack of self-discipline are not considered extenuating circumstances.* If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program's office (773-244-5619) as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Catalog](#), p. 17 and “[Disability Resources](#)” provided through North Park’s Office of Student Enrichment Services and Support.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s [Safe Community site](#) for contact information and further details.

COURSE SCHEDULE

Week 1: Th 8/27

Topic 1: Introduction to the Course and Syllabus

Topic 2: Introduction to Hebrew Consonants and Vowels

Readings due:

1. Pratico & Van Pelt, chs. 1-2 (Hebrew Consonants & Vowels)
2. Fosarelli and Gorman, "The Bible and Spirituality"
3. Provan, Long & Longman, chs. 1-2 "The Death of Biblical History," "Knowing and Believing: Faith in the Past"

Week 2: Th 9/3

Topic 1: Introduction to Hebrew Key Words

Topic 2: The World Behind OT Texts: Some Key Issues

Readings due:

1. Zilonka and Gorman, "The Bible: A Book, a Library, a Story, an Invitation"
2. Wenell, "The Setting: Biblical Geography, History, and Archaeology"
3. Walton, chs. 1-2 "History and Methods," "Comparative Studies, Scholarship and Theology"

Reading journal entry 1 (on one of the week 1 readings) and entries 2-3 (on two of the week 2 readings) due, posted on Canvas by the start of the class, so feedback can be given by week 3.

Week 3: Th 9/10

Topic 1: Joshua: Beginning Life and Worship in the Land

Topic 2: Joshua: Literary Structure and Key Themes

Readings due:

1. Biblical text: Joshua
2. Hamilton, ch. 1 "Joshua"
3. Gorospe, Athena Evelyn, *Judges*, pp. 1-56

Reading journal entries 3-4 due

Week 4: Th 9/17

Topic 1: Ruth: Expressions of Hesed

Topic 2: Judges: Spiritual and Moral Decay in the Land

Readings due:

1. Biblical text: Ruth and Judges
2. Hamilton, chs. 2 & 3 "Judges" "Ruth"
3. Msenya, "Ruth"

Reading journal entries 5-6 due

Week 5: Th 9/22 ONLINE

Topic 1: 1 Samuel: Samuel, Saul and David

Topic 2: 2 Samuel: Kingship of David

- *No class*: Theological Symposium—students are strongly encouraged to attend. 2020 Theme: Bible & Politics.
- *By midnight of Thursday, 9/22*: (1) watch the lecture videos on 1-2 Samuel on Canvas, and (2) complete the readings below
- Midterm study guide *posted*

Readings due:

1. Biblical text: 1-2 Samuel
2. Hamilton, chs. 4 & 5 “1 Samuel,” “2 Samuel”
3. Walton, “The Gods”

Reading journal [entries 7-8 due](#)

Week 6: Th 10/1

Topic 1: 1 Chronicles: Davidic Kingship

Topic 2: 2 Chronicles: Solomon and Divided Monarchy

Readings due:

- 1.. Biblical text: 1-2 Chronicles
2. Hamilton, ch. 8 “1-2 Chronicles”
3. Wong Wai Ching, “Esther”

Reading journal [entries 9-10 due](#)

Week 7: Th 10/8

Topic 1: Ezra-Nehemiah: Community Rebuilding in the Postexilic Period

Topic 2: Esther: Divine Protection in the Postexilic Period

- Class presentation biblical passage *chosen*: by *posting* a one-paragraph rationale for the choice of passage on Canvas, by the start of class.
- Midterm study guide *completed*

Readings due:

1. Biblical text: Ezra, Nehemiah, Esther
2. Hamilton chs 9-10 “Ezra-Nehemiah,” “Esther”
3. Weanza, “Ezra”

Reading journal [entries 11-12 due](#)

Week 8: 10/12-10/16

Reading Week: *No class*

Week 9: Th 10/22

- **First reading journal due** (entries 1-12): posted on Canvas by start of class
- **Midterm exam**: taken in class—covering materials from weeks 1-7.

Week 10: Th 10/29

Topic 1 Introduction to Israel's Wisdom and Poetic Literature

Topic 2 Job: Human Suffering and Divine Sovereignty

Readings due:

1. Biblical text: Job
2. Goh, chs. 1-4: "Versification," "Parallelism," "Meter," and "Figurative Language"
3. Estes, ch. 1 "Job"
4. Brown, "The Deformation of Character: Job 1-31"
- "Value-added" *optional* reading: Goh, ch. 7 "Poetic Analysis and Interpretation of Job 42:2-6"

Reading journal [entries 13-14 due](#)

Week 11 Th 11/5

Topic 1: Psalms I

Topic 2: Psalms II

Readings due:

1. Biblical text: Psalms
2. Estes, ch. 2 "Psalms"
3. Adamo, "The Significance of Psalm 121 in an African Context"
4. Croatto, "Psalm 23:1-6: A Latin American Perspective"
5. Moon, "Psalm 23:1-6: An Asian Perspective"
- "Value-added" *optional* reading: Goh, ch. 5 "Poetic Analysis and Interpretation of Psalm 1"

Reading journal [entries 15-16 due](#)

Week 12 Th 11/12

Topic 1: Proverbs I

Topic 2: Proverbs II

- **Full rough draft of critical analysis paper due:** posted on Canvas by the start of class (for feedback by instructor by start of class, week 13; remember: on-time submission is 2.5% of final grade)
- Study guide for final exam *posted*

Readings due:

1. Biblical text: Proverbs
2. Estes, ch. 3 "Proverbs"
3. Brown, "Formation of Character in Proverbs"
4. Habtu, "Proverbs"

Reading journal [entries 17-18 due](#)

Week 13 Th 11/19 ONLINE

Topic 1: Lamentations

- *No class:* professor will be traveling for fall Bible/theology conferences (ETS, IBR, SBL)
- *By Thursday, 11/19, midnight:* (1) watch the lecture videos on Lamentations on Canvas, and (2) complete the readings below.

Readings due:

1. Biblical text
2. Chi Chung Lee, Archie. "Lamentations."
3. Chisolm, "Weeping for Zion (Lamentations)."

Reading journal [entry 19 due](#)

Week 14: Th 11/26
Thanksgiving: *No Class*

Week 15 Th 12/5
Topic 1: Ecclesiastes
Topic 2: Song of Songs

- *Complete* final exam study guide
- **Final draft of critical analysis due:** posted on Canvas, by start of class

Readings due:

1. Biblical text: Ecclesiastes & Song of Songs
 2. Hamilton, "Ecclesiastes," Song of Songs"
 3. Hunter, "The Song of Protest: Reassessing the Song of Song."
- "Value-added" *optional* reading: Goh, ch. 6 "Poetic Analysis and Interpretation of Ecclesiastes 1:3-8"
Reading journal [entries 20-21](#) due

Week 16: Th 12/10
Topic 1: Final Exam
Topic 2; Class Wrap-Up & Student Presentations

- Between Monday, 12/7, 8 am to Friday, 12/11, midnight: the **Final Exam** will be open to take online on Canvas (covering materials from weeks 9-15 [not comprehensive]; objective section [no Bible/no notes]; essay section [with Bible/notes])
- By midnight, Wednesday 12/9: **post your presentation slide projection file** on Canvas (FIRM deadline)
- By *start of class* on Thursday 12/10:
 - (1) bring **hard copies** of your presentation for the other students in the class
 - (2) **post your presentation handout** on Canvas
 - (3) **post your 2nd reading journal** on Canvas (Entries 13-21)