



**BIBL 5230 OLD TESTAMENT 3:  
WISDOM & ISRAEL'S PRAISE**  
North Park Theological Seminary  
Spring 2024, Online (Asynchronous)  
3 credit hours

**INSTRUCTOR INFORMATION**

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Office hours: TBD

**COURSE DESCRIPTION**

This course will explore 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 Hebrew language, concepts, and digital tools. Includes: Joshua, Judges, Ruth, 1 and 2 Samuel; Job, Psalms, and Proverbs, Songs, Lamentations, Ecclesiastes, Esther, Ezra-Nehemiah, 1 and 2 Chronicles, and Hebrew language.

**COURSE OBJECTIVES**

This course contributes toward the following MDiv learning outcomes:

1. Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.
2. Communicate the whole gospel of Jesus Christ [*focusing on how the gospel arises out of the OT*] in contextually appropriate and effective ways.
3. Engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

Specific objectives for this course include:

1. Students will learn to recognize and describe: (a) the general historical backgrounds; (b) the literary structure; (c) the primary people, places and events; (d) the major interpretive issues; and (e) significant theological themes in the sixteen OT books covered in this course, as well as a selection of key Hebrew words by taking a final exam.

**[Knowledge, Comprehension, Synthesis]**

2. Students will analyze the theology of a Historical Book, the theological trajectory of a particular theme or topic in the Historical Books, or a character in the Historical Books and interact with scholarly perspectives on the topic in a paper.

**[Comprehension, Synthesis]**

3. Students will interpret a selected text from one of these sixteen OT books and will interact with scholarly perspectives on the text by doing two interpretation assignments.

**[Comprehension, Analysis, Synthesis, Application]**

4. Students will complete reflection papers and discussion forums engaging with a diverse set of required readings, as well as the lectures, in which they will analyze scholarly views and apply them to their current ministry setting.

**[Analysis, Evaluation, Application]**

## REQUIRED TEXTS

### Required Textbooks:

An English Bible is required (or if English is not your first language, a Bible in your mother tongue). You may choose your preferred English version. I will usually read from the NRSV or NIV in online lectures.

Brueggemann, Walter, and Tod Linafelt. *An Introduction to the Old Testament: The Canon and Christian Imagination*. 3d ed. Louisville: Westminster John Knox, 2021.

### Required Essays and Chapters on the Canvas Site for the Course:

*\*Note that some of these readings are quite short. The total required reading, including the textbook (but not the Bible), is less than 900 pages (an average of around 64 pp./week).*

**\*\*Readings marked with (TW) deal with the topic of sexual violence. When they are assigned, students will have a choice of essays to read.**

Abadie, Philippe. "From the Impious Manasseh (2 Kings 21) to the Convert Manasseh (2 Chronicles 33): Theological Rewriting by the Chronicler." Pages 89–104 in *The Chronicler as Theologian: Essays in Honor of Ralph W. Klein*. Edited by M. Patrick Graham, Steven L. McKenzie, and Gary N. Knoppers. London: T&T Clark, 2003.

Adamo, David T. "Reading Psalm 35 in Africa (Yoruba) Perspective." *Old Testament Essays* 32 (2019): 936–55.

Armas, Kat. "Protesta and Persistence." Pages 116–29 in *Abuelita Faith: What Women on the Margins Teach Us about Wisdom, Persistence, and Strength*. Grand Rapids: Brazos, 2021.

Bartholomew, Craig G., and Ryan P. O'Dowd. "An Introduction to Old Testament Wisdom." Pages 19–31 in *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove, IL: IVP Academic, 2011.

Boda, Mark. "Appendix: Biblical Theology and the Old Testament." Pages 151–82 in *The Heartbeat of Old Testament Theology: Three Creedal Expressions*. Acadia Studies in Bible and Theology. Grand Rapids: Baker Academic, 2017.

Byun, Paul. "Diminishing the Effectiveness of the Wall in Nehemiah: A Narratological Analysis of the Nehemiah Memoir and Third-person Narration." *Journal of Hebrew Scriptures* 18 (2018): 1–11.

Cudworth, Troy D. "The Davidic 'Heart' for the Temple in Chronicles." *Catholic Biblical Quarterly* 81 (2019): 204–16.

deClaisse-Walford, Nancy L. "The Role of Psalms 135–137 in the Shape and Shaping of Book V of the Hebrew Psalter." *Old Testament Essays* 32 (2019): 669–86.

Eskenazi, Tamara Cohn. "Ezra–Nehemiah." Pages 192–200 in *Women's Bible Commentary*. Edited by Carol A. Newsom, Sharon H. Ringe, and Jacqueline E. Lapsley. 3d ed. Louisville: Westminster John Knox, 2012.

Fentress-Williams, "Introduction: Falling in Love with Scripture." Pages xi–xii in *Holy Imagination: A Literary and Theological Introduction to the Whole Bible*. Nashville: Abingdon, 2021.

Firth, D. G. "Joshua 24 and the Welcome of Foreigners." *Acta Theologica* 38 (2018): 70–86.

Fosarelli, Patricia, and Michael J. Gorman. "The Bible and Spirituality." Pages 339–52 in *Scripture and Its Interpretation: A Global, Ecumenical Introduction to the Bible*. Edited by Michael J. Gorman. Grand Rapids: Baker Academic, 2017.

- Gaiser, Frederick J. "‘The Law of the Lord Is Perfect’: The Wisdom Psalms." *Word & World* 41 (2021): 201–10.
- Goh, Samuel T. S. "Hebrew Poetry: The Art of Versification." Pages 1–21 in *The Basics of Hebrew Poetry*. Eugene, OR: Cascade, 2017.
- Goswell, Greg. "Putting the Book of Chronicles in Its Place." *Journal of the Evangelical Theological Society* 60 (2017): 283–99.
- Handayani, Dwi. "The Place of Lament Psalms in God’s Mission." Pages 151–64 in *Breath and Bone: Living Out the Mission of God in the World*. Edited by Riad A. Kassis, Pieter J. Kwant, and Paul Windsor. Carlisle, UK: Langham, 2017.
- Hernández, Dominick S. "King David’s True Legacy." Pages 144–63 in *Engaging the Old Testament: How to Read Biblical Narrative, Poetry, and Prophecy Well*. Grand Rapids: Baker Academic, 2023.
- Herzberg, Bruce. "Deborah and Moses." *Journal for the Study of the Old Testament* 38 (2013): 15–33.
- Hill, Andrew, and John H. Walton. "Historical Overview" and "Archaeology and the Old Testament." Pages 181–99 and 357–69 in *A Survey of the Old Testament*. 3d ed. Grand Rapids: Zondervan, 2009.
- Hwang, Jerry. "Yahweh’s Poetic *Mishpat* in Israel’s Kingship: A Reassessment of 1 Samuel 8–12." *Westminster Theological Journal* 73 (2011): 341–61.
- Jacobson, Rolf A. "Psalm 46: Translation, Structure, and Theology." *Word & World* 40 (2020): 308–20.
- Kang, Bin. "The Positive Role of Shame for Post-exilic Returnees in Ezra/Nehemiah." *Old Testament Essays* 33 (2020): 250–65.
- Kim, Brittany. "Prayer in Ruth and Esther." Pages 117–33 in *Praying with Ancient Israel: Exploring the Theology of Prayer in the Old Testament*. Edited by Phillip G. Camp and Tremper Longman III. Abilene, TX: Abilene Christian University Press, 2015.
- Klopper, Frances. "‘Oh, that I Had Wings Like a Dove . . .’ Psalm 55 and Breaking the Silence about Violence against Women." *Old Testament Essays* 34 (2021): 285–99. **(TW)**
- Knight, Michelle. "The Rational Poet: Appealing to the Heart and the Mind in the Book of Judges." *The Biblical Mind*. 12 August, 2020. Online: <https://hebraicthought.org/book-of-judges-poetic-appeal-heart-mind/>.
- Lee, Eunny P. "Ruth the Moabite: Identity, Kinship, and Otherness." Pages 89–101 in *Engaging the Bible in a Gendered World: An Introduction to Feminist Biblical Interpretation in Honor of Katharine Doob Sakenfeld*. Edited by Linda Day and Carolyn Pressler. Louisville: Westminster John Knox, 2006.
- Longman, Tremper III. "Challenging the Idols of the Twenty-First Century: The Message of the Book of Ecclesiastes." *Stone-Campbell Journal* 12 (2009): 207–16.
- Lynch, Matthew J. "Finding Our Way." Pages 18–36 in *Flood and Fury: Old Testament Violence and the Shalom of God*. Downers Grove, IL: IVP Academic, 2023.
- Middleton, J. Richard. "Does God Come to Bury Job or Praise Him?" Pages 99–128 in *Abraham’s Silence: The Binding of Isaac, the Suffering of Job, and How to Talk Back to God*. Grand Rapids: Baker Academic, 2021.
- \_\_\_\_\_. "The Plot of the Biblical Story." Pages 57–73 in *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids: Baker Academic, 2014.
- Murphy, Kelly J. "Laying Out the Fleece: Reading Gideon’s Requests with Reception History." *Word & World* 37 (2017): 241–51.
- O’Connor, Kathleen M. "Who Will Comfort You? A Theology of Witness." Pages 96–109 in *Lamentations and the Tears of the World*. Maryknoll, NY: Orbis, 2002.
- Paynter, Helen. "‘Revenge for My Two Eyes’: Talion and Mimesis in the Samson Narrative." *Biblical Interpretation* 26 (2018): 133–57.

- Phaiji, Chingboi Guite. "Sending Away Foreign Wives in Ezra 9–10: With a Brief Reflection from a Minority Tribal Perspective." *Asia Journal of Theology* 35 (2021): 1–20.
- Provan, Iain, V. Philips Long, and Tremper Longman III. "Narrative and History: Stories about the Past." Pages 75–97 in *A Biblical History of Israel*. Louisville: Westminster John Knox, 2003.
- Ramsey, Janet L. "First Do No Harm: Pastoral Care Informed by Job." *Word & World* 31 (2011): 367–73.
- Russaw, Kimberley D. "Revealing Rahab: A New Interpretive Strategy." Pages 57–76 in *Revisiting Rahab: Another Look at the Woman of Jericho*. Nashville: General Board of Higher Education and Ministry, 2021.
- Simon, Ethelyn, Irene Resnikoff, and Linda Motzkin. *The First Hebrew Primer*. 3d ed. Oakland: EKS, 2005, **ONLY** pp. 1–24.
- Smith, Mitzi J. "Reading the Story of the Levite's Concubine through the Lens of Modern-Day Sex Trafficking." *Ashland Theological Journal* 41 (2009): 15–33. **(TW)**
- Stewart, Anne W. "Teaching Complex Ethical Thinking with Proverbs." Pages 241–56 in *The Cambridge Companion to the Hebrew Bible*. Edited by C. L. Crouch. Cambridge: Cambridge University Press, 2021.
- Sun, Chloe T. "Canon: Resonances and Dissonances." Pages 227–89 in *Conspicuous in His Absence: Studies in the Song of Songs and Esther*. Downers Grove, IL: IVP Academic, 2021.
- Tanner, Beth. "Preaching the Penitential Psalms." *Word & World* 27 (2007): 88–98.
- Wilson, Gerald H. "The Shape of the Book of Psalms." *Interpretation* 46 (1992): 129–42.
- Wong, Fook-Kong. "1 and 2 Chronicles." Pages 190–99 in *Global Bible Commentary*. Edited by Daniel Patte. Nashville: Abingdon, 2004.
- Yoder, Christine Roy. "Path and Possession in Proverbs 1–9: A Feminist Biblical Theology of Flourishing." Pages 217–28 in *After Exegesis: Feminist Biblical Theology*. Edited by Patricia K. Tull and Jacqueline E. Lapsley. Waco, TX: Baylor University Press, 2015.

## ASSESSMENTS

### 1. Book, Theme, or Character Analysis: 12% of final grade

#### [Comprehension, Synthesis]

- Each student will write a 3–4 page paper briefly exploring **ONE OF THE FOLLOWING**:
    - **The theology of a Historical Book**: Joshua, Judges, 1 Samuel, 2 Samuel, 1 Chronicles, 2 Chronicles, Ezra, or Nehemiah
    - **The theological trajectory of a particular theme/topic in the Historical Books**: e.g., fulfillment of God's promises, faithfulness to the covenant, the blessings and curses of the covenant, kingship, the Davidic covenant, temple, exile and restoration, violence, etc.
    - **An analysis of a character in the Historical Books**: e.g., Joshua, Rahab, Deborah, Samson, Hannah, Samuel, Saul, David, Jonathan, Hezekiah, Josiah, Manasseh, etc.
- You are not required to use sources, though they may help your work.

### 2. Interpretation Assignments: 35% of final grade

#### [Comprehension, Analysis, Synthesis, Application]

- Each student will choose a biblical passage from one of the books covered in this class in consultation with the instructor and do two assignments on that passage:
  - **Interpretation Assignment 1: 10% of final grade** – An outline of the passage and list of exegetical observations on the text in its context. You should have at least 2–3 single-spaced pages of detailed observations, along with your outline. (Do NOT use any sources for this assignment. See the course website for an example.)

- **Interpretation Assignment 2: 25% of final grade** – Students will choose to do **ONE OF THE FOLLOWING**:
  - An 8–10 page paper interpreting your passage section-by-section (following your outline from the previous assignment), which considers issues like structural elements, flow, literary devices, interpretive difficulties, historical-cultural background information, etc., and considers how these affect our understanding of the passage. The paper should use at least **eight** sources, such as commentaries or essays.
  - An artistic composition (drawing, painting, poem, song, etc.) reflecting on your passage **AND** a 4–5 page explanation of your interpretive engagement with your passage, interacting with at least **four** sources, such as commentaries or essays.
 Whichever option you choose, you are encouraged (though not required) to bring your passage into dialogue with your own context or a particular contemporary situation.

<b>Grading Rubric for Book, Theme, or Character Analysis and Interpretation Assignments</b>			
<b>Criteria</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
Content coverage	The assignment reflects broad coverage of the specified topic.	The assignment includes some material relevant to the topic.	The assignment does not include much relevant material.
Depth of insight	The assignment shows deep insight and reflection on the details of the biblical text in its specified context(s).	The assignment shows some insight and reflection.	The assignment shows a lack of insight.
Writing style	The assignment is clearly written, concrete, and specific.	The assignment is understandable but somewhat vague or general.	The assignment is unclear.
Use of sources	The assignment reflects significant interaction with the required number of sources and cites sources using a proper formatting style.	The assignment interacts with fewer than the required number of sources, does not format them properly, or does not contain sufficient engagement with them.	The assignment does not make much use of sources.

### 3. **Reading: 10% of final grade**

- You will turn in a **reading chart** (available on the course website) at the end of the semester to show which readings you completed. Readings completed late will be worth half credit.

4. **Reflection Papers/Discussion Forums: 28% of final grade** for weekly response (**2% per week**)

**[Analysis, Evaluation, Application]**

- **Reflection papers** should be around **600 words**, offering your reflections on the week's reading and/or lecture content. **An hour-long chat about the week's content with the instructor and any other participating students during the instructor's weekly office hour will take the place of 300 words of written response.**

- Reflection papers are open-ended, informal, journal-like responses to the readings and/or lecture. They don't need to have an introduction or conclusion, and they can contain multiple sections that aren't integrated with each other. (Headings can help orient the instructor to what material you're interacting with.) The aim is simply to give you space to engage with the readings and/or lecture, as you might during discussion in a face-to-face class. You may choose to focus on one reading or the lecture or to interact with all of the material. What I don't want to see is simply a summary of what you read or heard. **Your reflection paper should contain critical engagement with the course material.** For example, you may want to consider some of the following questions as you seek to critically engage with the *readings*:

- What general hermeneutical approach does this author take and how does it relate to or challenge my own approach? How does the author's approach affect his/her reading of the biblical text?
- What struck me in the reading, and why?
- How would I evaluate the reading's strengths and weaknesses?
- What can I learn from this reading, and how will it affect my approach to interpretation, my reading of specific passages, and/or my engagement in ministry?

And some questions you might want to consider when interacting with the *lecture* material include:

- How might I respond to one or more of the questions the professor asked?
- When the professor gave multiple interpretive options on a particular text, which do I find most convincing, and why?
- How is my approach similar to the professor's and how is it different?

- **Discussion forums** require:

- Initial discussion posts of **400 words** responding to the prompt are **due by 11:59 pm Thursday night**. You are then required to post **two substantive responses** of at least **100 words** to other students' posts **by 11:59 pm Saturday night**. Please **be courteous and respectful** and responses and try to stimulate further dialogue. In your responses, you may choose to:
  - Offer further support for or elaboration on a student's point.
  - Respectfully disagree with a student, offering evidence for your contrary view.
  - Raise further questions related to a student's post.
  - Relate a student's post to something else we have studied in this class or to your own life.

*The course schedule specifies which weeks require a reflection paper and which weeks require a discussion forum.*



<b>Grading Rubric for Reflection Papers/Discussion Posts</b>			
<b>Criteria</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
Engagement with the readings/lecture	The reflection paper/discussion posts exhibit substantial critical engagement with significant points made in one or more of the assigned readings and/or lecture.	The reflection paper/discussion posts exhibit limited critical engagement with significant points made in the readings/lecture.	The reflection paper/discussion posts do not include much critical engagement with significant points made in the readings/lecture..
Depth of insight	The reflection paper/discussion posts show deep insight and reflection on the readings/lecture and on their relationship to the student's ministry context.	The reflection paper/discussion posts show some insight and reflection.	The reflection paper/discussion posts show a lack of insight.

**4. Take-Home Final: 15% of final grade**

**[Knowledge, Comprehension, Synthesis]**

- The final exam will be an open-book, open-note essay exam, which will be on the course website at the beginning of the semester so that students may take notes on the questions throughout the course.

<b>Grading Rubric for Final Exam Essay Questions</b>			
<b>Criteria</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
Content coverage	The essay includes a wide breadth of relevant material.	The essay includes some relevant material.	The essay does not include much relevant material.
Depth of insight	The essay shows deep insight and reflection on covered material.	The essay shows some insight and reflection.	The essay is lacking in insight and reflection.
Engagement with the Bible	The essay draws on particular biblical texts where necessary to illustrate points.	The essay engages with the Bible but does not use specific or particularly relevant examples.	The essay does not include significant engagement with biblical texts.
Writing style	The essay is clearly written, concrete, and specific.	The essay is understandable but somewhat vague or general.	The essay is unclear.

## GRADING

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

1. Book, Theme, or Character Analysis	12%	5. Reflection Papers/Discussion Forums	28%
2. Interpretation Assignments	35%	6. Take-home Final	15%
3. Completion of Readings	10%		

Late *written* assignments will be marked down by 5% per week (and at the discretion of the instructor); late *readings* will be worth half credit.

## GRADING SCALE

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

## ADDITIONAL COURSE GUIDELINES

State attendance, late submission, and other course policies. Consider pointing students to the inclusive language policy in the [Student Writing Handbook](#).

## 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. Use of ChatGPT or other AI composition software to impersonate individual assignments.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–26.

## ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.



**TITLE IX**

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu) to learn more about reporting options, resources, and support services.

As members 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 members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or [counseling@northpark.edu](mailto:counseling@northpark.edu).

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

**INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from 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, student and instructor will submit the incomplete grade form and 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.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

**COURSE SCHEDULE**

Week	Dates	Topic	Assignments
1	1/16–20	Introduction to the Course and Syllabus	<i>Read</i> Syllabus <i>Read</i> Fentress-Williams, “Introduction,” xi–xii Fosarelli & Gorman, “Bible & Spirituality,” 339–52 <i>Listen to</i> Introduction lecture
		Introduction to Hebrew Consonants, Vowels and Some Key Words	<i>Read</i> <i>First Hebrew Primer</i> , chs. 1–3 (pp. 1–24) <i>Listen to</i> Hebrew Consonants, Vowels, and Some Key Words lecture <i>Participate in</i> <b>Discussion Forum 1</b>
2	1/22–27	<i>J-Term: No class</i>	



Week	Dates	Topic	Assignments
3	1/29–2/3	Biblical Historiography	<p>Read Provan, Long, and Longman, “Narrative and History,” 75–97            Brueggemann &amp; Linafelt, “Narrative and Poetry,” <b>ONLY</b> pp. 17–26  <i>Listen to</i> Biblical Historiography lecture</p>
		The World Behind the OT	<p>Read Walton, “Historical Overview,” 181–99            Walton, “Archaeology,” 357–69  <i>Listen to</i> The World Behind the OT lecture            Turn in <b>Reflection Paper 1</b></p>
4	2/5–10	Joshua	<p>Read Joshua 1–12, 24            Brueggemann &amp; Linafelt, “Joshua,” 139–49            Firth, “Joshua 24,” 70–86            Russaw, “Revealing Rahab,” 57–76  <i>Listen to</i> Joshua lecture</p>
		Conquest	<p>Read Lynch, “Finding Our Way,” 18–36  <i>Listen to</i> Conquest lecture            Select passage for interpretation assignments            Participate in <b>Discussion Forum 2</b></p>
5	2/12–17	Judges 1–12	<p>Read Judges 1–12            Brueggemann &amp; Linafelt, “Judges,” 151–61            Herzberg, “Deborah,” 15–33            Knight,  <i>Listen to</i> Judges 1–12 lecture</p>
		Judges 13–21	<p>Read Judges 13–16  <b>(TW – not required)</b> Judges 19–21; Genesis 19            Paynter, “Revenge,” 133–57  <i>Also read ONE of the following:</i>            Murphy, “Layoung Out the Fleece,” 241–51 <b>OR</b>  <b>(TW)</b> Smith, “Reading the Story,” 15–33  <i>Listen to</i> Judges 13–21 lecture            Turn in <b>Reflection Paper 2</b></p>



Week	Dates	Topic	Assignments
6	2/19–24	1 Samuel	<i>Read</i> 1 Samuel 1–10, 15–20, 24 Brueggemann & Linafelt, “1–2 Samuel,” 163–75 Hwang, “Yahweh’s Poetic <i>Mishpat</i> ,” 341–61 <i>Listen to</i> 1 Samuel lecture
		2 Samuel	<i>Read</i> 2 Samuel 1–2, 5–7, 11–18, 22–24 Hernández, King David’s True Legacy,” 144–63 Armas, “Protesta and Persistence,” 116–29 <i>Listen to</i> 2 Samuel lecture <i>Turn in Reflection Paper 3</i>
7	2/26–3/2	1 Chronicles	<i>Read</i> 1 Chronicles 10–11, 15–17, 20–22, 28–29 Brueggemann & Linafelt, “1–2 Chronicles,” 190–99 Wong, “1 and 2 Chronicles,” 190–99 Cudworth, “Davidic ‘Heart,’” 204–16 <i>Listen to</i> 1 Chronicles lecture
		2 Chronicles	<i>Read</i> 2 Chronicles 1–9, 20, 29–36 Abadie, “From the Impious Manasseh,” 89–104 Goswell, “Putting the Book of Chronicles,” 283–99 <i>Listen to</i> 2 Chronicles lecture <i>Turn in Reflection Paper 4</i>
8	3/4–3/9	Ezra	<i>Read</i> Ezra 1, 3–7, 9–10 Brueggemann & Linafelt, “Ezra–Nehemiah,” 397–408 Eskenazi, “Ezra–Nehemiah,” 192–20 Phaipei, “Sending Away Foreign Wives,” 1–20 <i>Listen to</i> Ezra lecture
		Nehemiah	<i>Read</i> Nehemiah 1–6, 8–9, 13 Byun, “Diminishing the Effectiveness,” 1–11 Kang, “Positive Role of Shame,” 250–65 <i>Listen to</i> Nehemiah lecture <i>Turn in Reflection Paper 5</i> <i>Turn in Book, Theme, or Character Analysis</i>
9	3/11–16	<i>Reading Week: No class</i>	



Week	Dates	Topic	Assignments
10	3/18–23	Ruth	<p><i>Read</i> Ruth 1–4            Brueggemann &amp; Linafelt, “Ruth,” 353–57            Lee, “Ruth the Moabite,” 89–101  <i>Listen to</i> Ruth lecture</p>
		Esther	<p><i>Read</i> Esther 1–10            Esther Additions C &amp; D (on course website)            Brueggemann &amp; Linafelt, “Esther,” 376–83            Kim, “Prayer,” 117–33            Sun, “Canon,” <b>ONLY</b> pp. 266–89  <i>Listen to</i> Esther lecture  <i>Participate in</i> <b>Discussion Forum 3</b></p>
11	3/25–30	Hebrew Poetry	<p><i>Read</i> Psalm 1            Goh, “Hebrew Poetry,” 1–21            Brueggemann &amp; Linafelt, “Narrative and Poetry,”  <b>ONLY</b> 26–32  <i>Listen to</i> Hebrew Poetry lecture</p>
		Psalms as a Book	<p><i>Read</i> Psalms 2, 135–137, 145            Brueggemann &amp; Linafelt, “Psalms,” 311–25            Wilson, “Shape of the Book of Psalms,” 129–42            deClaissé-Walford, “Role of Psalms 135–137,” 669–86  <i>Listen to</i> Psalms as a Book lecture  <i>Turn in</i> <b>Reflection Paper 6</b></p>
12	4/2–6	Wisdom Psalms, Psalms of Confidence, Historical Psalms, and Hymns	<p><i>Read</i> Psalms 19, 23, 37, 46, 73–74, 78, 87, 93, 104, 110, 112            Read Gaiser, “Law of the Lord,” 201–10            Jacobson, “Psalm 46,” 308–20  <i>Listen to</i> Wisdom Psalms, Psalms of Confidence, Historical Psalms, and Hymns lecture</p>
		Laments and Thanksgiving Psalms	<p><i>Read</i> Psalms 3, 9–10, 22, 32, 35, 51, 55, 109, 130            Handayani, “Place of Lament Psalms,” 151–64            Tanner, “Preaching the Penitential Psalms,” 88–96  <i>Also read</i> <b>ONE</b> of the following:  <b>(TW)</b> Klopper, “Oh, that I Had Wings,” 285–99            Adamo, “Reading Psalm 35,” 936–55  <i>Listen to</i> Laments and Thanksgiving Psalms lecture  <i>Turn in</i> <b>Reflection Paper 7</b>  <i>Turn in</i> <b>Interpretation Assignment 1</b></p>



Week	Dates	Topic	Assignments
13	4/8–13	Lamentations	<i>Read</i> Lamentations 1–5 O'Connor, "Who Will Comfort You?" 96–109 <i>Listen to</i> Lamentations lecture
		Song of Songs	<i>Read</i> Song of Songs 1–5, 8 Sun, "Canon," <b>ONLY</b> pp. 227–66 <i>Listen to</i> Song of Songs lecture <b>Turn in Reflection Paper 8</b>
14	4/15–20	Biblical Wisdom	<i>Read</i> Bartholomew & O'Dowd, "Introduction," 19–31 <i>Listen to</i> Biblical Wisdom lecture
		Proverbs	<i>Read</i> Proverbs 1–10, 18, 31 Brueggemann & Linafelt, "Proverbs," 339–51 Yoder, "Path and Possession," 217–28 Stewart, "Teaching Complex Ethical Thinking," 241–56 <i>Listen to</i> Proverbs lecture <b>Turn in Reflection Paper 9</b>
15	4/22–27	Ecclesiastes	<i>Read</i> Ecclesiastes 1–4, 6–7, 9–12 Brueggemann & Linafelt, "Ecclesiastes," 362–68 Longman, "Challenging the Idols," 207–16 <i>Listen to</i> Ecclesiastes lecture
		Job	<i>Read</i> Job 1–10, 19, 28–31, 38–42 Brueggemann & Linafelt, "Job," 327–37 Middleton, "Does God Come," 99–128 Ramsey, "First Do No Harm," 367–73 <i>Listen to</i> Job lecture <b>Turn in Reflection Paper 10</b>
16	4/29–5/4	The OT in Biblical Theology	<i>Read</i> Middleton, "Plot of the Biblical Story," 57–73 Boda, "Appendix," 151–82 <i>Listen to</i> The OT in Biblical Theology lecture
		Wrapping Up	<i>Listen to</i> Wrapping Up Lecture <i>Participate in</i> <b>Discussion Forum 4</b> <b>Turn in Interpretation Assignment 2</b>
17	5/9–10	Final Exam	<b>Turn in Final Exam (open book and open note)</b>