

BIBL 5230 OLD TESTAMENT 3: WISDOM & ISRAEL'S PRAISE
North Park Theological Seminary Course Syllabus
Fall 2025, Hybrid/Hyflex Format

- (1) Thursday evenings 7:30-9:00 pm (central time): live lectures and interactive discussion
(online & in-person students)
- (2) Weekly asynchronous video lectures

INSTRUCTOR INFORMATION

[Rev. J. Nathan Clayton, PhD](#), Associate Professor of Old Testament

E-mail: jnclayton@northpark.edu (best method of contact)

Office: Nyvall Hall 321

Office Phone: (773) 244-5236

Email & phone: During the semester, please feel free to email and/or call me M-F, during business hours (8 am – 5 pm central time). I usually respond to email (and voicemail) within 24 hours, M-F.

Meeting with professor. Students are welcome to schedule an appointment to meet live on video. If you are having any difficulties in the course, I encourage you to be in contact early on so we can problem solve together.

To schedule an office meeting, for a half-hour time slot, please use this [Bookings link](#) for **online** meetings and this [Bookings link](#) for **in person** meetings. For the fall semester, these are my official office hour slots (in half-hour increments, central time): Mondays, 11 am – noon; Tuesday, 11 am – noon; Thursdays, 1 – 2 pm. If you can't find at time that works within these slots throughout the semester, please reach out to me by email.

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 Biblical Hebrew (consonants, vowels, and 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.

REQUIRED TEXTS

An English **Bible**. You may choose your preferred English version.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker, 2005. (433 pages)

Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids, MI: Baker, 2001. (430 pages; the chapters on 1-2 Kings are *not* required reading for this course, as 1-2 Kings is covered in the Old Testament 2 NPTS course)

Several chapters/essays are also required reading—these are available as PDFs posted on Canvas:

Two chapters from:

Pratico, Gary D., and Miles **Van Pelt**. *Basics of Biblical Hebrew Grammar*. Third Edition. Grand Rapids, MI: Zondervan, 2019. (25 pages)
Chapter 1: “Hebrew Alphabet.”
Chapter 2: “Hebrew Vowels.”

Two chapters from:

Philip E. **Satterthwaite** & J. Gordon **McConville**. *Exploring the Old Testament: A Guide to the Historical Books*. Downers Grove, IL: InterVarsity Press, 2007. (68 pages)
Chapter 1: “What are the Histories? A Survey of Recent Scholarship.”
Chapter 2: “The Ancient Near East, 1550-63 BC.”

One essay from:

D. Brant Sandy and Ronald L. Giese, Jr. *Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament*. Nashville, TN: Broadman and Holman, 1995.
Ronald L. **Giese**, Jr., “Literary Forms and the Old Testament.” (28 pages)

Five short essays from:

Newsom, Carol A., and Sharon H. Ringe. *Women’s Bible Commentary*. Expanded Edition with Apocrypha. Louisville, KY: Westminster John Knox, 1998. (28 pages)
Danna **Nolan Fewell**, “Joshua,” and “Judges.”
Amy-Jill **Levine**, “Ruth.”
Renita J. **Weems**, “Song of Songs.”
Kathleen M. **O’Connor**, “Lamentations.”

Two essays from:

Howard, David M., and Andrew J. Schmutzer, eds. *Readings the Psalms Theologically*. Studies in Scripture & Biblical Theology. Bellingham, WA: Lexham Academic, 2023. (27 pages)
May **Young**, “The Art of Lament in Lamentations.”
J. Nathan **Clayton**, “Perceptions of Divine Presence in the Levitical Psalms of Book II: The Paradox of Distance and Proximity.”

Important notes on course reading & instructional format:

- For a 3-hour course at NPTS, the standard is for approximately 1,000 pages of required reading. The above represents about 1,040 pages of required reading.
- Students do not have any *required* Bible reading, but it is *strongly* recommended that students also read through the Old Testament books covered in this course, as we progress through these OT books.
- This hybrid & hyflex course usually includes both synchronous (1.5 hours) and asynchronous (1.5 hours) instruction on a weekly basis.
- Additionally, students should plan to devote about 3 hours each week per credit hour for coursework *outside* of instructional hours.
- See appendices below for further bibliography

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 IDEA objectives for this course are as follows:

1. Based on engaging with course lectures and working through the required course readings, 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 OT books covered in this course, by working through a midterm exam study guide and a final exam study guide. Hebrew vowels, consonants, and 30 key Hebrew words will also be covered.

[Knowledge, Comprehension]

2. By means of a written assignment, students will describe, summarize, and explain the key exegetical issues and the principle scholarly views of a select text from the OT books covered in this course and apply them to their current ministry setting.

[Analysis, Application]

3. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on a chosen text from the OT books covered in this course.

[Analysis, Synthesis]

4. By means of a written assignment, students will (a) evaluate and (b) briefly articulate their own position on contrasting scholarly perspectives from a chosen text in the OT books covered in this course.

[Evaluation]

GRADING

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

- | | |
|--|-----|
| 1. Midterm Exam: | 15% |
| 2. Final Exam: | 15% |
| 3. Exegetical Paper (30% total): | |
| a. <i>Paper topic & bibliography</i> | 3% |
| b. <i>Submitted exegetical paper</i> | 24% |
| c. <i>Presentation of paper</i> | 3% |
| 4. Two Readings Reports: | 20% |
| 5. Two Video Lectures Reports: | 15% |
| 6. Two sets of Discussion Board Posts: | 5% |

Late turn-in policy for the exegetical paper:

- The exegetical paper is due posted on Canvas at the Week 14 module, by Wednesday 11/26 midnight central time.
- I will accept the exegetical paper, with a late penalty, up until Wednesday 12/8, midnight central time (so, up to 2 weeks later)
- For each day that the paper is late after 11/26 (and up until 12/8), I will deduct 2% from the paper's grade. I will *not* accept the paper *after* 12/8.

Attendance policy:

Only two synchronous sessions can be missed without penalty to your final grade. The impact of three to four missed sessions is at the discretion of the instructor. Five absences will result in failure. As such, attendance at these synchronous sessions will be taken.

North Park Theological Seminary grading scale:

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

Unless otherwise indicated, the following criteria apply:

A to A- *Exceptional work*. The quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B+ to B- *Above average*. This grade applies to meritorious work, above average, applied to more than the fulfillment of requirements.

C+ to C- *Average*. This grade applies to average work that still fulfills the course requirements.

D+ to D- *Unsatisfactory*. This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

COURSE ASSESSMENTS

1. Midterm Exam and Final Exam:

a. Midterm Exam: 15% of final grade

- A midterm exam study guide is posted at the Canvas Week 9 module. The study guide covers the lecture material from the first half of the course: Hebrew vowels, consonants & key words, OT historical books.
- The midterm exam will be available on Canvas at the Week 9 module at 8 am central time on Tuesday 10/21. The completed midterm exam is due by midnight central time on Thursday 10/23, posted on Canvas.
- The midterm exam will consist of objective questions: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the midterm exam study guide in preparation for this exam. No notes or Bible will be allowed when taking the midterm exam (students will be asked to sign a brief

statement to this effect at the top of the exam). There is no time limit for taking the exam, but it should be done in one sitting.

b. Final Exam: 15% of final grade

- i. A final exam study guide is posted at the Canvas Week 16 module. This study guide will cover the lecture material from the second half of the course: introduction to OT poetry, OT wisdom and poetic books.
- ii. The final exam will be available on Canvas at the Week 16 module at 8 am central time on Monday 12/8. The completed final exam is due by midnight central on Wednesday 12/17 posted on Canvas.
- iii. The final exam will also consist of objective questions: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the final exam study guide in preparation. No notes or Bible will be allowed when taking the midterm exam (students will be asked to sign a brief statement to this effect at the top of the exam). There is no time limit for taking the exam, but it should be done in one sitting.

2. Exegetical Paper: 30% of final grade

Please see the separate course handout for detailed instructions on the exegetical paper.

3. Reading Reports: 25% of final grade

- a. Students should keep a record of the completion of their weekly reading requirements, using the reading reports. See below for copies of the reading reports, and the instructions for filling them out. Digital copies of the reading reports are posted at the Week 7 and Week 15 Canvas modules.
- b. The completed reading report is due in two stages: the first one (for weeks 1-7) is due posted at the Week 7 Canvas module by class time that week; the second one (for weeks 10-14) is due posted on Canvas at the Week 14 module by Wednesday 11/26.

4. Asynchronous Video Lectures: 15% of final grade

- a. This course is in delivered hybrid/hyflex mode, as noted above: most weeks consist of 1.5 hours of weekly live *synchronous* lectures and class discussion time, and also, about 1.5 hours of weekly *asynchronous* lecture time. So, many of the course lectures will be delivered *asynchronously* via recorded videos posted on Canvas, according to the schedule below. Students will receive credit for carefully working through these video lectures.
- b. Blank video lecture reports are posted on Canvas at the Week 7 and at the Week 14 modules (and included below in the appendices). Video lecture report #1 is due posted on Canvas by class time on Week 7. Video lecture report #2 is due posted on Canvas by Wednesday 11/26 on Week 14.

5. Two Sets of Online Discussion Posts: 5% of final grade

- a. On these Thursdays: September 11 (Immersion Week) and November 27 (Thanksgiving) we will **not** have a synchronous class session. As such, for these 3 weeks, in addition to the regular weekly course work, there will also be online discussion posts due, following this pattern:
- b. For these three weeks, **an initial reflection of 400-450 words on a topic** of the student's choice from the week's lecture and/or reading material **will be due by Tuesday or Wednesday midnight central time**. (Students should include the word count with this post)
- c. **Two responses** to two other students' post will then be due by Wednesday or Thursday midnight central time. **Each** response should be at least **200 words**. (Students should also include the word counts with these posts)
- d. Each set of weekly posts (1 initial post + 2 responses) will be graded on a 10-point scale following the rubric found in the appendices below.

HYFLEX FORMAT GUIDELINES

In hyflex classrooms, our learning community combines in-person students and students joining the classroom live online. Toward cultivating a respectful, accessible environment for mutual learning, we observe the following:

- All students come prepared for active, informed participation.
- Students joining live online: think of your physical space as an extension of the classroom. Ensure that you are in a private, stable location that is free of visual and audio distractions. It's important that we all respect the integrity of classroom discussion. (For this same reason, please do not record class sessions.) Please keep your camera and microphone on through the class session. Consider purchasing a quality microphone or headset to improve the quality of your sound. (Attendance in class assumes that you are present in this way.)
- Students joining in the classroom: Remember that the class and classroom extend to colleagues joining by live online; it's important to remain visible as well. Please engage the full learning community. Registering for the campus section entails a commitment to joining the class in person. If you are too sick to come in person, or if you have an unavoidable scheduling conflict, please use one of your excused absences for the semester.

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 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. 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 1—8/28: Course Introduction

By Thursday class time:

Read:

Satterthwaite & McConville, “What are the Histories? A Survey of Recent Scholarship,”
“The Ancient Near East, 1550-63 BC”
Giese, “Literary Forms and the Old Testament”

Thursday synchronous session:

Lecture 1: Course Introduction & Overview
Interactive Discussion

Week 2—9/4: Some Biblical Hebrew Basics

By Thursday class time:

Watch online videos for:

Lecture 2: Hebrew Vowels & Consonants

Read:

Pratico & Van Pelt, “Hebrew Alphabet,” “Hebrew Vowels.”

Thursday synchronous session:

Interactive Discussion
Lecture 3: 30 Biblical Hebrew Key Words

Week 3—9/10-11: Backgrounds and Joshua

Important note:

No Thursday evening synchronous class meeting this week because it is the fall on-campus immersion week

Note, then, the *asynchronous* work due for this week:

By Wednesday 9/10, midnight central time:

Watch online videos for:

Lecture 4: The World Behind the Text

Lecture 5: Joshua—Beginning Life & Worship in the Land

Read:

Hamilton, “Joshua”

Write:

At discussion board #1 (online Canvas module for Week 2) **post a reflection (400-450 words)** on a topic of your choice from the lecture and/or the readings due for this week. (Include the word count with your post)

By midnight central time, Thursday 9/11:

Write:

At discussion board #1 post **two responses** to two other students’ reflections. **Each** response should be at least **200 words**. (Include the word counts with your posts)

Week 4—9/18: Joshua and RuthBy Thursday class time:

Watch online videos for:

Lecture 6: Joshua—Literary Structure & Key Themes

Read:

Hamilton, “Ruth,” “Judges”

Nolan Fewell, “Joshua,”

Levine, “Ruth”

Thursday synchronous session:

Interactive Discussion

Lecture 7: Ruth

Week 5—9/25: Judges and SamuelBy Thursday class time:

Watch online videos for:

Lecture 8: Judges

Read:

Hamilton, “1 Samuel,” “2 Samuel”

Nolan Fewell, “Judges”

Thursday synchronous session:

Interactive Discussion

Lecture 9: 1-2 Samuel

Week 6—10/2: ChroniclesBy Thursday class time:

Read:

Hamilton, “1-2 Chronicles”

Thursday synchronous session:

Lecture 10: 1-2 Chronicles

Interactive Discussion

Week 7—10/9: Ezra-Nehemiah and EstherBy Thursday class time:

Watch online videos for:

Lecture 11: Ezra-Nehemiah

Read:

Hamilton, “Ezra-Nehemiah,” “Esther”

Post:

Reading report #1

Video lectures report #2

Thursday synchronous session:

Interactive Discussion

Lecture 12: Esther

Week 8—10/13-17: Reading Week

No Class

Week 9—10/21-23: Midterm Exam

No Thursday evening synchronous class session this week.

Tuesday, 10/21, 8 am, central time:

Midterm exam posted on Canvas.

Thursday, 10/23 (midnight, central time):

Completed midterm due, posted on Canvas

Students should also be working on their **exegetical papers** during this week.

Week 10—10/30: Poetry and Job

By Thursday class time:

Watch online videos for:

Lecture 13: Introduction to Hebrew Poetry

Read:

Estes, “Job”

Thursday synchronous session:

Interactive Discussion

Lecture 14: Job

Week 11—11/6: Psalms

By Thursday class time:

Watch online videos for:

Lecture 15: Psalms in General

Read:

Estes, “Psalms”

Clayton “Perceptions of Divine Presence”

Post:

Your paper passage choice and your annotated bibliography as a PDF at the Canvas Week 11 module.

Thursday synchronous session:

Interactive discussion

Lecture 16: Psalms—Types & Canonical Shape

Week 12—11/13: Psalms & Proverbs

By Thursday class time:

Watch online videos for:

Lecture 17: Proverbs

Read:

Estes, “Proverbs”

Thursday synchronous session:

Interactive Discussion

Lecture 16 Supplement: Reading the Psalms as a Book

Week 13—11/20: Lamentations & Ecclesiastes

By Thursday class time:

Watch online videos for:

Lecture 18: Lamentations

Read:

O'Connor, "Lamentations"

Young, "The Art of Lament in Lamentations"

Estes, "Ecclesiastes"

Thursday synchronous session:

Interactive Discussion

Lecture 19: Ecclesiastes

Week 14—11/25-26: Song of Songs & Exegetical Paper

Important note:

No Thursday evening synchronous class meeting this week because it is Thanksgiving.

Note, then, the *asynchronous* work due for this week:

By Tuesday 11/25, midnight central time:

Watch online videos for:

Lecture 20: Song of Songs

Read:

Weems, "Song of Songs"

Estes, "Song of Songs"

Write:

At discussion board #2 (online Canvas module for Week 14) **post a reflection (400-450 words)** on a topic of your choice from the lecture and/or the readings due for this week. (Include the word count with your post)

By Wednesday 11/26, midnight central time:

Write:

At discussion board #1 post **two responses** to two other students' reflections. **Each** response should be at least **200 words**. (Include the word counts with your posts)

Post on Canvas:

Your exegetical paper

The short summary of your exegetical paper

Reading report #2

Video lectures report #2

Week 15—12/4 Student Presentations

Thursday synchronous session:

Student exegetical paper presentations

Week 16—12/8-12: Final Exam

Monday 12/8, 8 am central time:

Final exam posted on Canvas.

Wednesday 12/1, midnight central time:

Completed final exam due, posted on Canvas

Last day that the exegetical paper can be turned in *late* (see late policy stated above)

Thursday 12/11, 7:30 pm central time:

If needed: final synchronous class session for any remaining student exegetical paper presentations.

APPENDICES

<u>OT3 Reading Report #1: Weeks 1-9</u>	
Student Name: _____	
Raw score: _____ / 28 points	
<p>For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:</p> <p style="margin-left: 40px;"> 4 = 100% completed 3 = 75-99% completed 2 = 50-74 % completed 1 = less than 50% completed 0 = none of the readings completed </p> <p>Students are encouraged to make up late readings, but please note that for the purposes of grading, readings cannot be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)</p>	
Weeks:	Completion (0-4):
1	
2	
3	
4	
5	
6	
7	
8	<i>No reading due: reading week</i>
9	<i>No reading due: midterm exam</i>

OT3 Reading Report #2: Weeks 10-16

Student Name:

Raw score: / 20 points

For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the readings completed

Students are encouraged to make up late readings, but **please note** that for the purposes of grading, readings **cannot** be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)

Weeks:	Completion (0-4):
10	
11	
12	
13	
14	
15	<i>No reading due: student presentations</i>
16	<i>No reading due: final week</i>

OT3 Video Lectures Report #1: Weeks 1-9

Student Name:

Raw score: / 20 points

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the videos completed

Students are encouraged to make up late lecture videos, but **please note** that for the purposes of grading, lecture videos **cannot** be made up for credit (i.e., please don't go back and change your lecture video completion number after the due date for a given week)

Weeks:	Completion (0-4):
1	<i>No lecture videos due: class intro</i>
2	
3	
4	
5	<i>No lecture videos due this week</i>
6	
7	
8	<i>No lecture videos due: reading week</i>
9	<i>No lecture videos due: midterm exam</i>

Student Name:

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:

3 = 75-99% completed

1 = less than 50% completed

0 = none of the videos completed

Weeks:	Completion (0-4):
10	
11	
12	
13	
14	
15	<i>No lecture videos due: student presentations</i>
16	<i>No lecture videos due: final week</i>

BIBLIOGRAPHY

A few helpful sources for OT Historical & Wisdom Books:

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

Arnold, Bill T., and H. G. M. Williamson, editors. *Dictionary of the Old Testament: Historical Books*. Downers Grove, IL: InterVarsity Press, 2005.

Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids: Eerdmans, 1996.

Chi Chung Lee, Archie. "Lamentations." Pages 226-233 in *Global Bible Commentary*. Edited by Daniel Patte et al. 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.

Curtis, Edward M. *Interpreting the Wisdom Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2017.

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.

Futato, Mark D. *Interpreting the Psalms: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2007.

Gorospe, Athena Evelyn. *Judges*. Asia Bible Commentary: A Pastoral and Contextual Commentary. Edited by Frederico Villanueva. Carlisle, U.K.: Langham Global Library, 2016.

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.

Hunter, Jannie H. "The Song of Protest: Reassessing the Song of Song." *Journal for the Study of the Old Testament* 90 (2000): 109-124.

Lau, Peter H. W. *Esther*. Asia Bible Commentary. Cumbria, UK/Manila, Philippines: Langham Global Library/Asia Theological Association, 2018.

Lefebvre, Michael. "'On His Law He Meditates': What is Psalms 1 Introducing?" *Journal for the Study of the Old Testament* 40 (2016): 439-450.

Longman III, Tremper, and Peter Enns, editors. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downers Grove, IL: InterVarsity Press, 2008.

- 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*. Third Edition. Grand Rapids: Zondervan, 2019.
- Provan, Ian, V. Philips Long and Tremper Longman III. *A Biblical History of Israel*. Second Edition. Louisville, KY: Westminster John Knox, 2015.
- Villanueva, Frederico. *Lamentations*. Asia Bible Commentary: A Pastoral and Contextual Commentary. Cumbria, UK/Manila, Philippines: Langham Global Library/Asia Theological Association, 2016.
- Walton, John H. *Ancient Near Eastern Thought: Introducing the Conceptual World of the Old Testament*. Second Edition. Grand Rapids: Baker, 2018.
- 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.
- A few helpful sources for broader OT/biblical reference works:*
- Arnold, Bill T., and Brent A. Strawn, eds. *The World Around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker, 2016.
- 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*. 2nd 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.
- King, Philip J., and Lawrence Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox, 2001.
- Longman III, Tremper. *Old Testament Commentary Survey*. 5th edition. Grand Rapids: Baker, 2013.
- Provan, Ian, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. 2nd edition. Louisville: Westminster John Knox, 2015.
- Vanhoozer, Kevin J. *Dictionary for the Theological Interpretation of the Bible*. Grand Rapids: Baker, 2005.
- Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. 2nd edition. Grand Rapids: Baker, 2018.
- Walton, John H., et al., eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2018.