

## **OT102DE The Glory of the Kingdom**

### **Faculty Information:**

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### **Course Description:**

An investigation into the literature and culture of the Israelite monarchy, with special emphasis on the human and divine dimensions of the Kingdom of God. Students will be introduced to the characteristics of Hebrew historiography, poetry, and wisdom literature as these are reflected in Samuel through Chronicles and Job through Song of Songs. Prerequisites: BT101 and OT101.

### **Course Objectives:**

Upon successful completion of this course, students will:

1. Be able to demonstrate a thorough knowledge of the contents of the books Samuel-Chronicles and Job-Song of Songs.
2. Understand the theological themes present in each book, and develop an appreciation for and understanding of the key theological themes in the books.
3. Learn to use methods of interpretation appropriate for the various genres.
4. Understand the unique ways each genre is used to communicate God's message to His people.
5. Be aware of the ways in which each book supports the themes and theology of the Old Testament as a whole, and how these themes relate to and support the themes and theology of the New Testament.

### **Textbooks:**

Dillard, R. B. and T. Longman III. *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994. ISBN: 0-310-43250-2.

Howard, D. M., Jr. *An Introduction to the Old Testament Historical Books*. Chicago: Moody, 1993. ISBN: 0-8024-4127-0.

Kidner, D. *The Wisdom of Proverbs, Job, and Ecclesiastes: An Introduction to Wisdom Literature*. Downer's Grove: Intervarsity, 1985. ISBN: 0-87784-405-4.

McCann, J.C. *A Theological Introduction to the Book of Psalms: The Psalms as Torah*. Nashville: Abingdon, 1993. ISBN: 0-687-41468-7.

### **Additional Materials:**

“A Man and His God,” in *Ancient Near Eastern Texts Relating to the Old Testament*, 3<sup>rd</sup> Edition, ed. J.B. Pritchard, 589-91. Princeton: Princeton University Press, 1969.

“The Babylonian Theodicy,” in *Ancient Near Eastern Texts Relating to the Old Testament*, 3<sup>rd</sup> Edition, ed. J.B. Pritchard, 438-40, 601-04. Princeton: Princeton University Press, 1969.

Carney, S. "God Damn God: A Reflection on Expressing Anger in Prayer." *Biblical Theology Bulletin* 13, 4 (1983): 116-20.

Grant, J. “The Crisis of Faith.” Unpublished Paper.

McConville, J.G. "The Old Testament Historical Books in Modern Scholarship." *Themelios* 22, 3 (1997): 3-13.

Wilson, G.H. “The Shape of the Book of Psalms.” *Interpretation* 46 (1992): 129-42.

### **Course Requirements:**

**Forums (10%):** Students will participate in weekly online discussions in Blackboard. Instructions for each week will be given at the start of the week (or perhaps by the end of the previous week). Discussion will usually center on a reading or issue for that week. Your initial forum posting should be made no later than midnight on Wednesday to allow sufficient time for responses. You should then post your replies as soon as possible after that. In each forum except the first, students are expected to make an initial posting, and then respond twice to another student’s posting. Your responses should be *substantive* and *constructive* in nature (i.e., “I agree,” or “Right on,” while encouraging, is not a substantive posting). If you disagree with someone, explain *why* you disagree, and be sure your criticism is constructive and reflective of your identity as a Christian.

Since not everyone always has something to say, and required posting is, I realize, somewhat artificial, students will be allowed to “pass” twice on responding to other postings. You will be expected to make your posting every week, but you may choose to not respond to other postings on two occasions. You may choose to exercise this option in the same week (i.e., you simply make your posting and then do not respond to other comments), or you may split it up (respond to only one posting one week, and again in a second week). Please note that this “pass” option applies to responses only, and can only be exercised on two occasions! You will be penalized for failing to make the required postings, except as noted above.

The forum discussion is a vital part of the online learning experience. This is the occasion for meaningful interaction on important topics related to the course. It is akin to classroom discussion in a traditional course or in an intensive, and I expect that you treat it that way. You will be graded on the quality of your submissions. I am looking for indications that you have read the relevant material thoroughly and can engage in thoughtful discussion of the issues raised. Outstanding submissions will demonstrate a capacity to synthesize the course material with other disciplines and courses. Your grade for the forum will be based on the overall quality

of your submissions. You will not receive a grade for each week, but will be graded on the quality of your participation throughout the course.

**Reading (10%):** You are expected to read the assigned material carefully and during the weeks assigned. In addition, audio or video lectures on the CD ROM are assigned, and are considered part of your reading work. At the end of each week you will submit a statement informing me what percentage of the reading you completed, and whether it was completed on time. Your statement should be e-mailed to me at [p-vogt@bethel.edu](mailto:p-vogt@bethel.edu) by midnight on Saturday of each week.

You are to read the entire contents of the books 1 Samuel-Song of Songs (except Ezra, Nehemiah, and Esther), in any version desired. International students may read the Bible in their own language. Each book is to be read in one sitting, except for Psalms, which must be read in accordance with the schedule listed in the Weekly Assignments section. You are free to read ahead, of course, but you must have completed the reading of the biblical material by the week in which that book is examined.

**Examinations (40%):** There will be two examinations, each covering roughly one-half of the course. The second examination, while not entirely cumulative, may include important material covered in the first half of the course. You will be expected to demonstrate your mastery of the contents of the biblical texts, the key themes of the books covered, and their contribution to our understanding of theology. Questions may come from the assigned readings (including the biblical texts), forum discussions, worksheets, and audio lectures. The tests will be primarily objective (i.e., multiple choice, matching, true/false, etc.), although there will be some essay questions. Both examinations are closed book. Further information about the examinations will be provided as the quarter progresses.

**Exegetical Paper (15%):** Students will complete an exegetical paper of approximately 2650 words according to the guidelines provided in Course Documents. Papers are to be submitted to the professor via e-mail as a Word 97 or RTF attachment.

**Practical Project (15%):** Students will complete the practical project detailed in the Course Documents section of Blackboard. Projects are to be submitted to the professor via e-mail as a Word 97 or RTF attachment.

**Reflection Paper (10%):** It is my conviction that encounters with God through his word results in a change within us. Therefore, I would like you to write a reflection paper of no more than 500 words in which you describe the ways in which you have grown as a result of encountering God through his word in this course. Please note that I am not asking you to describe what you have *learned* in terms of knowledge of methodology and/or content. Rather, I am interested in knowing how the Lord has revealed himself to you, and how you have changed as a result. This is to be submitted as a Word or RTF document via e-mail.

**Time Allotment:**

Reading and CD ROM lectures	30.5
Forums	15

Exams	19
Exegetical Paper	30
Practical Project	24
Reflection Paper	2
<b>TOTAL</b>	<b>120.5</b>

### **Course Grading:**

Your work will be graded according to the following scale:

- 95 – 100 = A
- 93 – 94 = A-
- 91 – 92 = B+
- 87 – 90 = B
- 85 – 86 = B-
- 83 – 84 = C+
- 79 – 82 = C
- 77 – 78 = C-
- 75 – 76 = D+
- 72 – 74 = D
- 70 – 71 = D-
- 69 and below = F

In addition to the student meeting due dates and using correct English, the following will serve as general criteria for grade levels:

- A** Excellent work submitted; outstanding evidence of ability to synthesize and utilize course knowledge; initiative expressed in preparing and completing assignments; creativity and originality manifested in assignment process and outcomes; positive contributions verbalized in class; and consistency and thoroughness of work submitted.
- B** Good work submitted; substantial evidence of ability to analyze and utilize course knowledge; positive contributions verbalized in class; and consistency and thoroughness of work submitted.
- C** Satisfactory performance and thoroughness of work submitted; moderate evidence of ability to utilize knowledge of the subject; and satisfactory class contribution.
- D** Poor performance in comprehension of work submitted; and meets minimal credit standard of the professor.
- F** Inadequacy of work submitted or performance and attendance in class.

### **Late Work and Incompletes**

All assignments are due by midnight on Saturday night at the end of the week in which they are due, except for forum postings. Your initial forum posting should be made no later than midnight on Wednesday to allow sufficient time for responses. You should then post your replies as soon as possible after that. Unless *prior* arrangements are made with the professor, late work will be penalized 10% for each day it is overdue. No assignments will be accepted more than five days late. Students should take the initiative as much in advance as possible to alert the professor to extenuating circumstances. I am more than willing to take emergencies and crises of various sorts into account. Note, however, that though they often precipitate a crisis or emergency of one kind or another, procrastination, over-scheduling, and over-committing do not constitute a crisis or emergency.

In accordance with the policy in the current catalog (p. 86), a grade of incomplete is granted only by written contract. Please see the catalog for full details.

**Weekly Assignments:**

- Week 1: March 25 – 30  
Assignments: Course Introduction  
Watch Video Introductions on CD ROM  
Read Howard, *Historical Books*, pp. 1-57  
Dillard and Longman, *Introduction*, pp. 17-36  
Listen to audio lecture “Interpretation of Narratives”  
Forum 1  
Reading report
- Week 2: April 1 – 6  
Assignments: Samuel & Kings  
Read 1 & 2 Samuel, 1 & 2 Kings  
Dillard and Longman, *Introduction*, pp. 135-167  
Howard, *Historical Books*, pp. 141-229  
Forum 2  
Reading report
- Week 3: April 8 – 13  
Assignments: Chronicles  
Read 1 & 2 Chronicles  
Dillard and Longman, *Introduction*, pp. 169-177  
Howard, *Historical Books*, pp. 231-272  
Listen to audio lecture “A Hidden Treasure”  
McConville Article  
Forum 3  
Reading report
- Week 4: April 15 – 20  
Assignments: Perspectives on Poetry  
Read Psalms 1-72  
McCann, *Psalms as Torah*  
Dillard and Longman, *Introduction*, pp. 211-234  
Listen to audio lecture “Introduction to Hebrew Poetry”  
Forum 4  
Reading report

**Exegetical Paper Due**

- Week 5: April 22 – 26  
Assignments: Psalms  
Read Psalms 73-150  
Grant Article  
Forum 5  
Reading report
- Week 6: April 29 - May 3  
Assignments: Psalms (continued)  
Wilson Article  
Carney Article  
Forum 6  
Reading report

**Exam One**

Week 7: May 6 – 11      Wisdom Literature  
Assignments:      Read Job, Proverbs  
                         Kidner, *Wisdom*, pp. 1-89; 149-157  
                         Dillard and Longman, *Introduction*, pp. 199-210; 235-245  
                         “Babylonian Theodicy”  
                         Listen to audio lecture “Introduction to Wisdom Literature”  
                         Forum 7  
                         Reading report

Week 8: May 13 – 18      Ecclesiastes  
Assignments:      Read Ecclesiastes  
                         Kidner, *Wisdom*, pp. 90-115; 142-148  
                         Dillard and Longman, *Introduction*, pp. 247-256  
                         “A Man and His God”  
                         Forum 8  
                         Reading report

Week 9: May 20 – 25      Song of Songs  
Assignments:      Read Song of Songs  
                         Dillard and Longman, *Introduction*, pp. 257-266  
                         Forum 9  
                         Reading report

**Practical Project Due**

Week 10: May 27 – 31      The Conclusion of the Matter  
Assignments:      Kidner, *Wisdom*, pp.116-141  
                         Forum 10  
                         Reading report

**Exam Two**

**Reflection Paper Due**

# Course Documents

## Exegetical Paper

In approximately 2650 words, write an exegetical paper on the David and Bathsheba narrative in 2 Samuel 11-12. These are the *minimum* requirements:

1. Engage in a thorough analysis of the text in an effort to identify the author's intended meaning. In doing so, you should demonstrate a mastery of the principles for interpreting narrative covered in your texts, the audio lecture, and the forum discussions. Therefore, I will expect that you will discuss issues such as imagery, plot, characterization, etc. (this is *not* a complete list) as part of your analysis of the meaning of the text. Your defense of the author's meaning should be articulate, and defended with evidence from the text. You should also demonstrate familiarity with the views of others who do not share your views, and be able to counter criticism they would level. Your analysis should further include awareness of the cultural context in which the text was written, and in a final section should address the relevance of the text for a modern audience.
2. Your paper should be grammatically correct, well-organized, concise, and readable. I expect that you will write several drafts, revise, and retype. If your paper is too weak in these areas, I may return it for correction before I assign a grade.
3. You should use at least 10 high-quality sources, *in addition* to the Bible and any materials used in this class. You should consult scholarly journal articles as well as books, and these should represent at least 3 sources.
4. Papers are to be double-spaced, and properly documented according to the current (6<sup>th</sup>) edition of Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (see the catalog, p. 85). Please note that failure to properly document the ideas and expressions of others constitutes plagiarism, and will be penalized appropriately. All notes should be numbered consecutively and placed as footnotes at the bottom of the page (preferred option) or at the end of the paper on a separate page (accepted alternative). Do not use notes that are right in the text except when noting biblical references. These can be placed in parentheses in the text like this: (Psalm 19:2).
5. Please use sexually inclusive language when referring to human beings in your paper: "persons" not "men"; "humanity" not "mankind"; etc., unless you mean specifically men instead of women. To avoid using "he" all the time, pluralize pronouns and alternate genders. Since it is likely, if not probable, that the author of Samuel was a man, it is acceptable to refer to the author of the text as "he."
6. Your name should appear on a page of the document itself, not just in the e-mail in which you submit the paper. Your paper will be printed out for grading, so it is imperative that your name appear in the document itself.

# Course Documents

## Practical Project

Develop a study guide for studying either Psalms, Proverbs, or Ecclesiastes that would be suitable for use in your ministry setting. The following are the *minimum* requirements:

1. In an introduction to the project, identify the ministry setting in which the study guide could be used. The study should extend over several weeks (no less than five). This may be submitted as a cover page to the project, rather than part of the project itself.
2. Introduce the book you are examining. Be sure to address issues relating to date, authorship, genre, and major themes. Document the sources used in accordance with Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> edition. You may use either endnotes or footnotes in documenting in this project, depending on which format is most appropriate for your layout.
3. Select key texts that will be the focus of your study. If you choose to examine Psalms, select a group of psalms that either work together to convey an idea or represent several key genres of psalms.
4. Write out a study guide focusing on these key texts. Your study guide should be user-friendly, so this could actually be used by someone other than yourself in a real small group or Sunday School situation. Pay attention to grammar, spelling, and layout, as these all affect the effectiveness of your study guide. Your study guide should consist in part of key questions that get the user/reader to focus on the text in question. You should think carefully about the questions, and design them so that they force the reader into the text and stimulate interest. Avoid overly subjective questions such as “What do you think about this passage” as well as “wooden” questions such as “What does verse 3 say?” In brackets under the questions, you should provide an answer to the question, to assist the leader in leading discussion of the text.
5. Your study guide should represent a balance between engaging the meaning of the text and questions dealing with contemporary application and relevance. Both should be a part of your guide.
6. Your name should appear on a page of the document itself, not just in the e-mail in which you submit the paper. Your paper will be printed out for grading, so it is imperative that your name appear in the document itself.

It should be apparent that although this is a practical project, you will need to engage in careful exegesis of the text(s) you are using in order to develop meaningful questions for study. Your grade will be based on your mastery of the text *and* the way in which you communicate that meaning through the development of effective questions.