

MB Biblical Seminary

OT-790 DH

Preaching and Teaching the

Historical Books:

Prophets and Kings

Lynn Jost

3 Units; Thursday mornings (8:30-11:30 a.m.)

(559)-452-1791 (office);

266-2108 (residence)

ljost@mbseminary.edu

Course Description

An introduction to the literature of the books of Joshua, Judges, Samuel, and Kings with attention to preaching and teaching these texts.

Course Objectives

The student will be challenged to

- Analyze the literature of the Deuteronomistic history books
- Understand issues that contemporary scholarship raises regarding this history
- Demonstrate and develop skills in inductive Bible study
- Develop skills in teaching and preaching from these texts
- Respond personally to Yahweh, the central character in the story

Learning Outcomes addressed in this course (italics added)

The student will be able to

- 1.4 *Develop relationships with a cohort* of fellow learners under the auspices of MBBS
- 1.6 *Lead* individuals and a Christian community in spiritual growth
- 2.1 *Exegete biblical texts within a design that includes the descriptive, synthetic, hermeneutical, and pragmatic analytical tasks*
 - 2.1.1 *Narrate the biblical story, integrating the major biblical theological themes of the Old and New Testaments and the relationship between the testaments*
 - 2.1.2 *Teach others using multiple Bible study approaches*
 - 2.1.3 *Write 2 (or more) exegetical papers**
 - 2.1.4 *Evaluate lesson plans used in multiple teaching settings**
- 2.2.6 Describe the *biblical call to justice and peacemaking* as modeled by Jesus and the prophets
- 2.2.7 Describe *biblical community as the home of countercultural discipleship* and missional church
- 2.3.1 Explain discipleship, servanthood and *leadership* from a biblical perspective
- 2.4.3 Analyze *contemporary issues* including nationalism, social justice, reconciliation, interpersonal relationships, environment and medical questions using a biblical theological paradigm that includes justice, peace, covenant community, and holiness
- 3.2 Assess the significance of *cultural context for interpreting Scripture* within and across cultures
- 4.5 *Prepare and proclaim sermons that are faithful to the biblical text and relevant to God's people in their cultural contexts*
 - 4.5.1 *Prepare form-sensitive sermons that respect the diverse literary genre of the Bible text carefully by exegeting the text in its literary, historical, and canonical contexts and by faithfully interpreting it for God's people in their context*
 - 4.5.3 *Employ a range of preaching patterns or approaches including traditional and contemporary*
 - 4.5.4 *Assess one's ability to preach biblically by evaluation of at least two sermons with response to feedback from evaluations of listeners, SME Supervisors and Lay Mentors, and MBBS preaching courses**

Resources

Textbooks for Biblical Content

- Arnold, Bill T. and H. G. M. Williamson, eds. *Dictionary of the Old Testament: Historical Books*. Downers Grove, IL: InterVarsity Press, 2005.
- Fretheim, Terence. *Deuteronomistic History*. Interpreting Biblical Texts. Abingdon, 1983.

Textbooks for Teaching and Preaching

- Wald, Oletta. *The New Joy of Teaching Discovery Bible Study*. Augsburg Fortress, 2002.
- Wilson, Paul Scott. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville: Abingdon, 1999.

Reserve Resources for Biblical Content

- Alter, Robert. *The Art of Biblical Narrative*. Basic, 1981.
- Brueggemann, Walter. *David's Truth in Israel's Imagination and Memory*. Fortress, 1985.
- . *Power, Providence & Personality*. Westminster John Knox, 1990.
- Clines, David J.A. and Tamar C. Eskenazi, eds. *Telling Queen Michal's Story*. JSOTSS 119. Sheffield, 1991.
- Cohn, Robert L. "Form and Perspective in 2 Kings V." *VT*. XXXIII, 2 (1983).
- Coote, Robert B., ed. *Elijah and Elisha in Socioliterary Perspective*. Scholars, 1992.
- Fewell, Danna Nolan and David M. Gunn. *Gender, Power, & Promise*. Abingdon, 1993.
- Hauser, Alan J. *From Carmel to Horeb*. Almond, 1990.
- Jobling, David. "'Forced Labor': Solomon's Golden Age and the Question of Literary Representation." *Semeia*. 54: 57-76.
- Klein, Lillian R. *The Triumph of Irony in the Book of Judges*. JSOTS. Almond, 1989.
- Knoppers, Gary N. and J. Gordon McConville, eds. *Reconsidering Israel and Judah: Recent Studies on the Deuteronomistic History*. Sources for Biblical and Theological Study. Winona Lake, IN: Eisenbrauns, 2000.
- Lind, Millard. *Yahweh Is a Warrior*. Herald, 1980.
- Mays, James Luther, et. al. *Old Testament Interpretation*. Abingdon, 1995.
- McConville, J. Gordon. *Grace in the End: A Study in Deuteronomistic Theology*. Grand Rapids, MI: Zondervan, 1993.
- Mendenhall, George E. "The Monarchy." *Interpretation*. 29 (1975), 155-170.
- Noth, Martin. *The Deuteronomistic History*. JSOT, 1957, 1991.
- Olson, Dennis T. *Deuteronomy and the Death of Moses*. OBT. Fortress, 1994.
- . *Moses and the Deuteronomist*. Seabury, 1980.
- Sweeney, Marvin. *King Josiah of Judah: The Lost Messiah of Israel*. New York: Oxford, 2000.
- Whitelam, Keith W. "The Symbols of Power." *Biblical Archaeologist*. 9 (1986): 166-173.

General Reading

- Brueggemann, Walter. *1 Kings*. Knox Preaching Guides. John Knox, 1982.
 ---. *2 Kings*. Knox Preaching Guides. John Knox, 1982.
 ---. *Peace*. Understanding Biblical Themes. Chalice, 2001.
 Campbell, Antony F. *Joshua to Chronicles: An Introduction*. WJK, 2004.
 Gottwald, Norman K. *The Hebrew Bible—A Socio-Literary Introduction*. Fortress, 1985.
 ---,ed. *Social Scientific Criticism of the Hebrew Bible and its Social World: The Israelite Monarchy*. Semeia 37. 1986.
 McKenzie, Steven L. *Covenant*. Understanding Biblical Themes. Chalice, 2000.
 Nelson, Richard D. *The Historical Books*. Abingdon, 1998.
 Polzin, Robert. *David and the Deuteronomist*. Indiana University Press, 1993.
 ---. *Samuel and the Deuteronomist*. Harper and Row, 1989.
 Provan, Iain. *1 & 2 Kings*. Peabody, MA: Hendrickson, 1995.
 Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. Westminster John Knox, 2003.
 Toews, John E. and Gordon Nickel, eds. *The Power of the Lamb*. Board of Christian Literature, 1986.
 Walsh, J.P.M. *The Mighty From Their Thrones*. OTL. Fortress, 1987.
 Weinfeld, Moshe. *Deuteronomy and the Deuteronomist School*. Eisenbrauns, 1992.

Commentaries

- Brensinger, Terry. *Judges*. BCBC. Herald, 1999.
 ---. *1 & 2 Samuel*. Interpretation. John Knox, 1990.
 Creach, Jerome F. D. *Joshua*. Interpretation. John Knox, 2003.
 McCann, J. Clinton. *Judges*. Interpretation. John Knox, 2003.
 Nelson, Richard. *1 & 2 Kings*. Interpretation. John Knox, 1987.
New Interpreters Bible. Abingdon. (reference book)

Reserve Resources for Preaching

- Bystrom, Raymond O. *Preaching Biblical Sermons: Three Contemporary Strategies*. Kindred, 2006.
 Long, Thomas. *The Witness of Preaching*. Louisville: WJKP, 1989.
 Lowry, Eugene L. *The Homiletical Plot: The Sermon as Narrative Art Form*. Louisville: WJKP, 2001.

| Read these articles from <i>DOTHB</i> | | Read these chapters from Knoppers and McConville | |
|---------------------------------------|---------------------------------|--|------------|
| Deuteronomistic History | Judges, Book of Kings, Books of | Knoppers intro | McConville |
| Ethics | Methods of | Noth | Knoppers |
| God | Interpretation | Wolff | Rofe |
| Hermeneutics | Narrative Art of | Cross | Herrmann |
| Historiography | Israel's Historians | Porter –Joshua | Halpern |
| Joshua, Book of | Samuel, Books of | Wenham | Exum |
| Josiah | War and Peace | McCarter | Jobling |

Course Outline

| Date | Topic | Reading | Assignment |
|---------|-------------------------------|--|------------|
| Aug 30 | Intro to DtrH Preach/Teach | Wilson, 9-69 Knight, "Deuteronomy," 61-79 <i>DOTHB</i> , 219-30 Fretheim, 11-48 | |
| Sept 6 | Deuteronomy | Olson | |
| Sept 13 | Josh 1-12 | Wilson, 73-152 <i>DOTHB</i> , 563-75 Fretheim, 49-75 Creach Matties (course website) | |
| Sept 20 | Josh 13-24 | Wilson, 155-232 Fretheim, 75-86 Matties (course website) | |
| Sept 27 | Judg 1-12 | <i>DOTHB</i> , 592-606 Fretheim, 87-98 Klein Brensinger | |
| Oct 4 | Judg 13-21 | | |
| Oct 18 | 1 Sam 1-15 | <i>DOTHB</i> , 866-77 Fretheim, 99-108 Brueggemann | |
| Oct 25 | 1 Sam 16-31 | Brueggemann | |
| Nov 1 | 2 Sam 1-12 | Fretheim, 108-33 | |
| Nov 8 | 2 Sam 13-24 | Brueggemann | |
| Nov 15 | 1 Kgs 1-11 | <i>DOTHB</i> , 623-34 Nelson | |
| Nov 29 | 1 Kgs 12-22 | Fretheim, 134-44 Hauser | 2 Sermons |
| Dec 6 | 2 Kgs 1-17 | Fretheim, 144-58 Coote | 2 Sermons |
| Dec 13 | 2 Kgs 18-24 Dtr Theology | McConville, 65-144 Sweeney | 2 Sermons |

Assignments

Reading (10%)

Students will read in preparation for class as assigned in the syllabus. Students will submit a journal indicating total number of pages completed before the assigned date. Journal should include bibliographic entry, pages per item, pages per category, and total pages. 25-100 words of annotation should accompany each bibliographic entry. Reading should total at least 1600 pages. Survey reading is reading at the pace of about 60 pages per hour and enables the reader to have a grasp of the argument. Close reading is careful reading that allows the reader to take notes and to thoroughly engage material.

| | | |
|-------------------------|------------------|--------------------------|
| Preaching/Teaching | 250 | 100 |
| Knoppers and McConville | 250 | 200 |
| <i>DOTHB</i> | 150 | 100 |
| Commentaries | 250 | 200 |
| Fretheim | 150 | 150 |
| Monograph | 100 | 100 |
| Journals | 100 | 50 |
| Elective | 350 | 300 |
| Survey 400 pages | Total 1600 pages | Close reading 1200 pages |

Web Interaction (10%)

Each week the student is to post a reading report in the “Forum” on the course website. Full bibliographic entries and weekly and total running reading counts are required. In **Part I** of the Reading Report the student is to (1) summarize key insights and (2) evaluate or analyze by (a) applying to life or ministry or (b) offering criticism (150 words). **Part II** of each Reading Report is for identifying at least **two issues** on which the student would like further clarification or discussion. The issues are to be raised in the form of questions with a several-sentence paragraph of rationale for each question (50 words). The weekly post is due Monday at 5:00 p.m.

Students are required to engage/respond to at least two other learners’ postings each week. The response is meant to further discussion and prepare for class conversation. Each response is to be 75-100 words. The responses are due Wednesday at 1:00 p.m.

Each assignment will be graded at one of four levels: “excellent” (≥ 9 pts), “good” (≥ 8 pts), “passable” (≥ 7 pts), or “unsatisfactory” (< 7 pts). Assignments rated “good” or better will give evidence of careful and thorough reading (with personal engagement) and of thoughtful and engaging questions. Assignments will lose a point if submitted after the deadlines and will not be graded if submitted after class begins on Thursday. **Ten reading reports and twelve weekly responses are required.**

To compensate for the time committed to web interaction required reading has been reduced 100 pages. Class time will be abbreviated 15 minutes per week.

Exegetical Papers (20%--5% each)

Each student will write four 5-7 page exegetical studies of selected biblical texts using the exegetical method outlined in BI-505 (or another method as negotiated with the professor). Complete, careful word studies and structural analysis are essential. The grading rubric will correspond to the Bible study method selected. **Due dates:** Text selection: Sept. 6; study #1 Sept. 20; study #2 Oct. 4; study #3 Oct. 18; study #4 Nov. 1

Proclamation (60%)

Assignments 1-2: Teaching the text (30% of total grade)

The student will teach exegetical studies to a group of at least 6 adults with 45-60 minutes devoted to the group study. The student will prepare a two-page outline complete with description and date of the group, lesson objectives, outline of the lesson plan, instructions/report on each part of the lesson (including how many minutes allotted

to each), and exactly what instructions were given and responses were elicited (report of content). The student will invite feedback from one or more of the participants. A self-analysis report is to include an evaluative review/report of the lesson, response to feedback, and engagement with assigned reading as appropriate. The self-analysis can likely be accomplished in 450-600 words. **Due Dec. 15**

Assignments 3-4: Preaching the text (30% of total grade)

The student will prepare and preach two 18-22-minute sermons based on the exegetical studies using the method of Wilson (or as negotiated with the professor) and collect feedback from one or more listener. A self-analysis (using feedback and Wards' chapters 4-5 as well as rhetorical sermon analysis) is due with the sermons (about 450-600 words). The student is to schedule class time for one of the sermons. **Due Dec. 15**

Academic Policies

1. **Academic Policies.** MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar.

2. **Evaluation.** Each of the assignments has specific grading criteria (see descriptions above). All assignments must be completed to be eligible to earn a passing grade for the course (except web assignments). Please note that "student work will be evaluated by two standards: a) by what is considered the appropriate level of graduate performance, and b) by comparison with work submitted in a given class" (see <http://www.mbseminary.edu/fresno/policies/grading>). The letter grade conversions follow the MBBS Grading Template: A (100-94%), A- (93-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), and F (69-0%) (see <http://www.mbseminary.edu/fresno/policies/grading>). The performance expectations are as follows: "A 'B' grade is the baseline. A 'B' grade means the student is doing satisfactory work. The 'B+' or higher grade indicates that the student has exceeded the baseline performance standard. The 'C' grade indicates that the student has not achieved the baseline level (see <http://www.mbseminary.edu/fresno/policies/grading>).

3. **Formatting specifications.** Any of the three standard citation styles is acceptable (Chicago, APA, MLA). Choose one and follow it consistently. Consult *The SBL Handbook of Style* (Hendrickson, 1999) which is in the Reference section of the *Hiebert Library* (Ref PN 147.S26) for examples of how to cite dictionary articles, journal articles, monographs, commentaries, books in series, websites, etc. An online version of the *SBL Handbook* is available at http://www.sbl-site.org/Publications/Publications_PublishingWithSBL.aspx (click on *Student*

Supplement for SBL Handbook of Style under the “Resources” section). Slade’s, *Form and Style: Research Papers, Reports, Theses*, 11th ed. (Houghton Mifflin Company, 2000) is also a useful guide. The preferred documentation format is parenthetical citation style.

4. Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student’s evaluation of the course is completed.

5. Class Participation is one of the most significant parts of the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies; but all exceptions must be approved by the faculty member and the Academic Dean. *In this class each unexcused absence will be penalized 5% of the course grade. Students are responsible to initiate conversation with the professor for make-up work in case of absences.*