

**OT6608/7708: 1-2 SAMUEL/HEBREW EXEGESIS
ASHLAND THEOLOGICAL SEMINARY**

Fall Semester, 2020 – Ashland, Hybrid format

Fridays, 6:00-9:00 p.m.: September 11; October 9; November 6 (Synchronous)

Saturdays, 9:00 a.m.-5:00 p.m.: September 12; October 10; November 7 (Face to Face)

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This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

Prerequisite: Students must have successfully completed BSG 5501: Engaging Texts and Contexts.

I. Course Description

A comprehensive introduction to 1-2 Samuel that focuses on the theological tensions rendered in the books' account of the rise of the Israelite monarchy, joining narrative analysis with an analysis of the books' composition and rendering of history. The course will focus on the books' employment of metaphor to work through issues of power, leadership, and social transition.

II. Student Learning Outcomes

- 1a. Demonstrate the ability to assess how the interpreter's context shapes interpretation
- 1b. Critically engage the text's language, literary forms, and flow of thought
- 1c. Access and utilize dependable secondary literature for historical information and alternative interpretations.
- 1d. Explain how the text came to be (from original composition to translation) and the import of this for interpretation.
- 2.-6. Are not assessed in this course.

III. Course Requirements

A. Textbooks: Required

A modern translation of the Bible: New Revised Standard (recommended), Today's New International Version, Tanakh (JPS), or English Standard Version.

Brueggemann, Walter. *First and Second Samuel*. Interpretation. Westminster John Knox, 2012. ISBN: 978-0804231084

Firth, David. *1 & 2 Samuel*. T & T Clark Study Guides to the Old Testament. Bloomsbury T & T Clark, 2017. ISBN: 978-1350008953

Hebrew Exegesis Only:

Elliger, Karl, ed. *Biblia Hebraica Stuttgartensia*. German Bible Society, 1997. ISBN: 978-1598561630

Recommended

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

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than three class hours will be required to do additional work. Absence from a cumulative nine class hours will result in loss of credit for the course.

Extensions and Incompletes will be granted only when unanticipated circumstances significantly impede the timely completion of course requirements.

A note about classroom and online etiquette

The practice of civility and the willingness to be fully present are fundamental to ministry. Please see this course as an opportunity to practice these virtues by giving your full attention to your classmates and professor.

- Arrive or login promptly
- Do not consume food during class.
- Turn off cell phones and other devices that connect you with the outside world.
- For online sessions: Keep your video on for the duration of the class. Check your audio and video beforehand to ensure that they are working.
- Resist the temptation to check email, surf the web, or undertake online activities outside of the class while it is in session.

Assignments/Assessment of Student Learning

Wiki Assignments.

Class members will make weekly contributions to a 1-2 Samuel wiki commentary and annotated bibliography. The form that the wiki will take will be decided by class consensus during the first online meeting of the class on September 11.

Discussion Forums. Students will participate in a weekly discussion forum that focuses on a key question or issue that arises from the interpretation of the section for the assigned week. The particulars of participation will be elaborated in ways specific to the specific forum.

Course Paper. Students will write a paper of 12-15 pages and submit the paper on or before **5:00 p.m., December 11.** The form and content of the paper will be decided by class consensus during the first online class meeting.

Hebrew Exegesis Only

Students will contribute original translations and interpretations of assigned passages to the course wiki. The professor will set special sessions for those enrolled in OTS 7708 to discuss the translations assignments.

Writing Matters

Papers are to be *descriptive* and *analytical*, exhibit clear organization of thought, and give proper attention to style and grammar. Correct documentation of sources must be followed, as specified in the *ATS Writing Handbook*. Papers are to be typed and doubled-spaced with one inch margins and with font set at 12 point Times New Roman.

Evaluation of papers will be based on the depth of critical interaction with the topic, coherence and organization of ideas, clarity of writing, and informed incorporation of secondary materials. Papers will receive a deduction in grade if:

- The paper is less than or more than the assigned limits (1/3 grade deduction per page)
- The paper is submitted after the due date (1/3 grade deduction per week, full grade maximum).
- The paper does not follow the correct format for documenting sources (up to one grade deduction).

Submissions

All written work is to be uploaded to the assignment box on Blackboard. Some boxes may require completion of a short quiz. **NOTE: No written work will be accepted after 5:00 p.m., December 18** unless an Incomplete has been approved.

C. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Wiki Assignments	1a,b,c,d	40%
Discussion Forums	1a,b,c,d	30%
Course Paper	1a,b,c	30%

IV. Course Schedule

<i>Week</i>	<i>Due Date(s)</i>	<i>Lecture/Topic</i>	<i>Assignments (TBD)</i>
1	September 4	History and Composition	Firth, pp. 1-17, 29-54 2 Samuel 24:1-25; 1 Chronicles 21:1-22:1
2	September 11	Hebrew Narrative Parents and Children	Firth, pp. 18-28 1 Samuel 1-3
3	September 18	The End of Tribal Israel	1 Samuel 4-7
4	September 25	A King Selected	1 Samuel 8-12
5	October 2	A King Rejected	1 Samuel 13-15
6	October 9	A New King in Town	1 Samuel 17-21
7	October 16	David on the Run	1 Samuel 22-26
8	October 23	The Fall of Saul's House	1 Samuel 27 – 2 Samuel 1
9	October 28	David Becomes King	2 Samuel 2-5

10	November 6	A New Dynasty	2 Samuel 6-10
11	November 13	Trouble in David's House	2 Samuel 11-13
12	November 20	Challenges to David's Reign	2 Samuel 14-20
	November 27	Thanksgiving Break	
13	December 4	David in Retrospect	2 Samuel 21-24
14	December 11	David Rehabilitated	1 Chronicles 10-29
15	December 18	David's Canonical Shadow	Psalms 18, 20, 51, 72, 110; Isaiah 11, 55; Haggai 2; Zechariah 9

V. Recommendations for Lifelong Learning

1. Purchase relevant modules from Logos Bible Software.
<https://www.logos.com/pastors1?googleads&gclid=Cjja1pTqnL0CFYt9OgodPDEA8g>
2. Utilize your alumni access to the Ashland University Library Page for: online resources through Ministry Matters and journal articles through the ATLA Serials and Academic Search Complete databases.
3. Regularly listen to a podcast or watch an online video featuring a lecture or discussion by biblical scholars on topics of interest. See particularly the Bible Odyssey site hosted by the Society of Biblical Literature at [Bible Odyssey](#).

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

Hawk's Interpretation of the ATS Grading Scale

- A** Signifies work that generally exhibits a depth of research, thought and critical thinking, and may include an insight I haven't thought of before or information I haven't encountered. Sparks are flying. You've got me thinking!
- B** Signifies work that exhibits thoughtful integration, a direct and careful engagement with the assignment, and sound critical thinking. I experience a deep sense of fulfillment that learning has taken place.
- C** Signifies a minimal engagement with the assignment characterized by a perfunctory or hackneyed response and shallow critical reflection. I yawn.
- D** Signifies gaps in thinking or a deficient response to the readings or written work. I reach for my Tums.
- F** Signifies failure to address the core components of the reading or written assignments. I turn on Green Acres in a vain attempt to restore my cheery disposition.

VII. Select Bibliography

- Alter, Robert. *The Art of Biblical Narrative*. Revised and Expanded. Basic, 2011.
- . *The David Story: A Translation with Commentary of 1 and 2 Samuel*. W. W. Norton, 2000.
- Anderson, A. A. *2 Samuel*. WBC. Zondervan, 2015.
- Arnold, Bill T. and Richard S. Hess, eds. *Ancient Israel's History*. Grand Rapids, MI: Baker Academic, 2014.
- Baden, Joel. *The Historical David: The Real Life of an Invented Hero*. HarperCollins, 2013.
- Blenkinsopp, Joseph. *David Remembered: Kingship and National Identity in Ancient Israel*. Wm. B. Eerdmans, 2013.
- Borgman, Paul. *David, Saul, and God: Rediscovering an Ancient Story*. Oxford University, 2008.
- Brueggemann, Walter. *Old Testament Theology*. Nashville: Abingdon, 2008
- . *David's Truth in Israel's Imagination and Memory*. 2nd ed. Fortress, 2005.
- Day, John, ed. *In Search of Pre-Exilic Israel*. T & T Clark, 2005.
- Exum, Cheryl. *Tragedy and Biblical Narrative*. Cambridge University, 1992.
- Fokkelman, Jan. *Narrative Art and Poetry in the Books of Samuel*. Brill, 1992.
- Gordon, Robert. *I & II Samuel*. Zondervan, 1999.
- Gorman, M. J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded. Hendrickson, 2010.
- Green, Barbara. *King Saul's Asking*. Liturgical, 2003.
- Gunn, David M. and Danna N. Fewell. *Narrative in the Hebrew Bible*. Oxford University, 1993.
- . *The Fate of King Saul*. Sheffield Academic, 1980.
- Jobling, David. *1 Samuel*. Berit Olam, 1998.
- Klein, Ralph W. *1 Samuel*. WBC. 2nd ed. Zondervan, 2014.
- McCarter, P. Kyle, Jr. *I Samuel*. AYB. Yale University, 1995.
- . *II Samuel*. AYBC. Yale University, 1984.
- McKenzie, Steven L. *King David: A Biography*. Oxford University, 2000.
- Miller, Robert. *Chieftains of the Highland Clans*. Wm. B. Eerdmans, 2005.
- Moore, Megan Bishop and Brad E. Kelle, eds. *Biblical History and Israel's Past*. Wm. B. Eerdmans, 2007.
- Morrison, Craig. *2 Samuel*. Berit Olam. Liturgical, 2013.
- Nelson, Richard D. *The Historical Books*. Interpreting Biblical Texts. Nashville: Abingdon, 1998.
- Newsom, Carol A. et al., eds. *Women's Bible Commentary*. 3rd ed. Revised and Updated. Louisville: Westminster John Knox, 2012.
- Patte, Daniel, ed. *Global Bible Commentary: Biblical Interpretation from Worldwide Perspectives*. Nashville: Abingdon, 2004.
- Polzin, Robert. Robert. *David and the Deuteronomist*. Indiana University, 1993.
- . *Samuel and the Deuteronomist*. Indiana University, 1993.
- Tsumura. David Toshio. *2 Samuel*. NICOT. Wm. B. Eerdmans, 2019.
- . *1 Samuel*. NICOT. Wm. B. Eerdmans, 2007.
- Walsh, Jerome T. *Old Testament Narrative: A Guide to Interpretation*. Westminster John Knox, 2009
- Yee, Gale, Hugh R. Page, Jr. and Matthew J. M. Coomber, eds. *Fortress Commentary on the Bible: Old Testament and Apocrypha*. Minneapolis: Fortress, 2014.

Appendix 1: Hawk's Compositional Caveats

1. Each paper should present a thesis: an argument or perspective on the topic that will be developed in the paper. At some point (usually early on), the thesis should be articulated in a statement that clearly and succinctly defines the topic and your approach to it.
2. Your thesis should be developed in an organized and coherent fashion. Paragraphs should follow in logical order, with transitional sentences to guide your reader. To achieve coherence, you may find it helpful to make an outline of the paper before writing it.
3. Each paragraph should develop a *single* idea, introduced by a topic sentence.
4. Generally, paragraphs should comprise three or more sentences. Fewer sentences rarely allow the opportunity to develop an idea. Paragraphs, however, usually should not be longer than one page.
5. *Your* analysis and perspective should provide the primary focus and organization of the paper. Do not let secondary sources draw most of your conclusions for you. Use secondary sources to support and supplement your own research.
6. Support all assertions, conclusions, and assessments with relevant information. Give examples. Your position is stronger if you draw support from the biblical text rather than from secondary sources alone.
7. Be sure to spell out the implications of your observations. Draw explicit conclusions. Explain the significance of your findings. Always ask yourself, "So what?"
8. Information of a general nature should be synthesized from a number of sources and presented in your own words. Information unique to a particular source must be documented.
9. Use quotations sparingly – only when the information or perspective is unique or is presented in a distinctive and particularly helpful fashion.
10. Make sure all quotations are explained and integrated into the paper so that your reader can appreciate their relevance.
11. Present most information from secondary sources in your own words. Paraphrasing shows that you understand the material. Be sure to recast the information completely; changing a word here or there is not paraphrase but an inaccurate and unacknowledged quotation.
12. Document both quotations and paraphrases from secondary sources. Follow Turabian format *carefully*. If more than one of your paragraphs refers to the same source, document each paragraph.
13. Use good scholarly sources, those which not only give conclusions but define the issues, offer relevant supporting material, and/or survey scholarship on the topic. Don't neglect journal articles (through *ATLA* and *ATLA Serials*).
14. Avoid wordiness. Strive for clarity.
15. Use active voice whenever possible. Referring to yourself in the first person (as "I") is permissible as long as you do so sparingly and don't put yourself in the foreground.
16. Use complete sentences. Sentence fragments are rarely effective in formal writing.
17. Don't join independent clauses with a comma; use a semicolon, as in this sentence.
18. When beginning a sentence, a modifier must refer to the subject of the sentence, as in this example.
19. The pronoun "they" is still considered a plural pronoun in most formal writing. For inclusive language, use a plural noun with "they" or use a singular noun with "he or she."
20. Proofread your paper carefully! If you have difficulty doing this, find an editor.
21. Good writing is rewriting.