

## Old Testament Introduction

### 1. Course Description

This course orients students to the literature of the Old Testament in its various literary, historical, and theological contexts and to Old Testament interpretation in service of Christian practice. The books of Genesis, Exodus, Deuteronomy, 2 Samuel, Job, Psalms, Isaiah, Jeremiah, and Daniel will be the focus of study.

### 2. Course Objectives

Students who successfully complete this course will have demonstrated that they: (1) have a basic grasp of the contents of Israel's Scriptures, history, and geography; (2) can use interpretive approaches that explore both the literary features of the Old Testament and the historical and cultural contexts in which it came into being; (3) can assess hermeneutical issues arising from the diverse contexts of contemporary readers; (4) can relate the Old Testament as Scripture to Christian theology, mission, and discipleship; and (5) have used this knowledge and these abilities to interpret some key Old Testament texts.

### 3. Textbooks

*Required reading:* 1,205 pp. of required reading.

- Genesis; Exodus; Deuteronomy; 2 Samuel; Job; Psalms 42-106; Isaiah 1-14, 40-53, 63-66; Jeremiah 1-36; Daniel (NRSV, TNIV, or CEB) [375 pp. assigned].
- Additional Ancient Near Eastern Texts [15 pp.] (Available on E-Reserves.)
- Coogan, Michael D. *A Brief Introduction to the Old Testament*. 3rd ed, Oxford University Press, 2015. ISBN: 978-0190238599, Pub. Price \$64.95. [400 pp]. (Abbr: *BIOT*)
- Hays, Christopher B. *Hidden Riches: A Sourcebook for the Comparative Study of the Hebrew Bible and Ancient Near East*. Westminster John Knox, 2014. ISBN: 978-0664237011, Pub. Price \$45.00 [165 pp. assigned] (Also available in the Fuller library as an eBook.)
- Readings from David J.A. Clines, Ronald Hendel, J. Cheryl Exum, Walter Brueggemann, John Goldingay, C.L. Seow, and other scholars will be on e-reserves and available electronically via Fuller's library database. [250 pp.].

*Recommended reading:*

- Alexander, T. D., and D. W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. IVP Academic, 2002. ISBN: 978-0830817818, Pub. Price \$60.00.
- Arnold, B. T., and H. G. M. Williamson, eds. *Dictionary of the Old Testament: Historical Books*. IVP Academic, 2005. ISBN: 978-0830817825, Pub. Price \$60.00.
- Boda, Mark J., and J. Gordon McConville, eds. *Dictionary of the Old Testament: Prophets*. IVP Academic, 2012. ISBN: 978-0830817849, Pub. Price \$60.00.
- Longman, Tremper, and Peter Enns, eds. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. IVP Academic, 2008. ISBN: 978-0830817832, Pub. Price \$60.00.

#### 4. Requirements

1. Completion of weekly assigned reading material (approximately 120 pages per week). [This assignment is related to learning outcomes #1-3.] [Approximately 80 hours].
2. Dedication to being at class and being an engaged learner. Participate actively when the opportunity allows. Ask poignant questions. [30 hours].
3. DLAs: Nine reading-response guides to biblical readings submitted each week (25%). [This assignment is related to learning outcomes # 1, 3, 4]. [10 hours].
4. Five 250-300 word reading responses to secondary readings. These reading responses will be based on the secondary article you choose to read each week (not from *BIOT* or *Hidden Riches*). You may choose which weeks you wish to write and submit responses. (10%) [This assignment is related to learning outcomes # 1-4]. [10 hours].
5. Interpretive working paper that includes 1) five sets of observations and questions related to a selected Psalm (you may choose which weeks, between weeks 3-10, to submit your observations; only one set of observations and questions per weekly submission), and 2) a 2100-2400 interpretive working paper that provides a close reading, genre identification, description of literary structure, theological reflection and contextualization of assigned passages. (40%) [This assignment is related to learning outcomes #2, 3, 4, 5.] [20 hours]
6. Final in-class exam on location of books in the OT, on history, and on geography related to ancient Israel and the Bible (25%) [This assignment is related to learning outcomes # 1-4]. [10 hours].

<i>Course Rhythm</i>							
<b>Assignment</b>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<b>Read Assigned Biblical and other Primary Texts</b>	From Monday to Thursday you should be working on reading the assigned biblical text and completing the accompanying reading guide. This includes any other primary texts and chapters from <i>Hidden Riches</i> .						
<b>Biblical Reading Guide</b>				Due by 6pm on the day of class.			
<b>Secondary readings.</b>				From Thursday to Sunday you should be reading the secondary readings from <i>BIOT</i> and the secondary articles listed for each week.			
<b>Psalm Observations and Questions</b>							Due by 10pm.
<b>Secondary article reading responses.</b>							Due by 10pm on the week you are writing on the assigned

							article.
<b>Special Events (Optional)</b>		On occasional Tuesdays, I will hold movie screenings. These are optional.					

## 5. Grading Rubrics

### *Biblical Reading Guide*

For additional instructions, see the instructions accompanying each reading guide.

Score	Explanation
20-25	You have thoroughly and clearly answered each question in the reading guide. Your submission exhibits a close and careful reading of the biblical text. Lacks spelling and grammatical errors.
15-19	You have answered the majority of the questions in the reading guide. Your submission exhibits a thorough reading of the biblical text. Lacks spelling and grammatical errors.
10-14	You have accomplished some (half?) of the reading guide. Your submission shows that you've read the biblical text. Exhibits some spelling and/or grammatical errors.
5-9	You've answered some of the reading guide. Your eyes were open while your bible was open. You lack questions for some or all of your observations. Poor writing.
1-4	You have just written something to get the assignment done. You're basically getting a point or two for trying. Poor writing.

### *Secondary Article Reading Reflections*

Each week you will select and read at least one (usually just one) article that relates to the biblical book we are studying. In the course schedule below, I list several articles from which you may choose **one** article to read. If you are reading this syllabus, email Esteban (the TA) a picture of a shark. You are required to submit a 250-300 word response to the article, focusing on the following question: *"In what ways does this article assist, challenge, or change the way that I read the Bible (and specifically, the biblical book(s) upon which the article focuses)."* I encourage you to write your reflections in a Word/Pages document first, and then copy and paste to the online discussion forum:

Score	Explanation
9-10	Your response exhibits thoughtful, respectful, and careful reflection on the article, and the author's perspective on the biblical passage/book. You demonstrate that you understand the author's argument and perspective, and

	have considered ways in which the article assists, challenges, and/or changes the way that you read the Bible. Response is of sufficient length and free of errors.
7-8	You show familiarity with the article, have made good observations about the author's points, and have attempted to answer the question I've posed. Your post, however, lacks depth, clarity, or grasp of the issues at hand regarding the article's argument/author's perspective. Your response is of sufficient length and free of errors.
5-6	You have written a thorough response, but have not really engaged the article or the question. Your response lacks length and/or exhibits poor writing/editing.
2-4	You've said something that shows you've at least read the material, but you haven't really understood what you've read, you show a lot of bias, you don't give the article/author any respect, or you're just preaching. Your response lacks length and/or exhibits poor writing/editing.
1	You have basically just written something to get the post done. You're basically getting a point for trying. Your response lacks length and/or exhibits poor writing/editing.

### ***Interpretive Paper Observations/Questions***

For additional instructions, see the Interpretive Working Paper assignment instructions posted to the online course webpage.

Score	Explanation
9-10	Your observations exhibit thoughtful, close, and careful reading of the passage. You make observations of interpretive value. You ask questions about the content of your observations, which could lead to substantial research or interpretive payoff. Lacks spelling and grammatical errors.
7-8	Your observations are insightful but lack depth. You repeat observations, saying the same thing in different ways. Your questions are good. Lacks spelling and grammatical errors.
5-6	You have written a set of observations, but have not really said anything of interpretive value. Your questions do not really focus on the substance of your observations. Exhibits some spelling and/or grammatical errors.
2-4	You've said something that shows you've at least read the text, but you haven't really observed anything substantial. Your observations are not complete sentences, have grammatical errors, or don't reflect the text. You lack questions for some or all of your observations. Poor writing.
1	You have just written something to get the assignment done. You're basically getting a point for trying. Poor writing.

### ***Interpretive Working Paper***

See the paper-grading rubric in the assignment instructions (posted online).

## 6. Attendance

This is your education. I expect you to be present at each class, and on time. Class will begin promptly at the scheduled time. For each class you miss, I will deduct 2.5% of your total grade.

## 7. Late Assignments

If you turn an assignment in late, I will reduce your grade by 10% for each day the assignment is late.

## 8. Schedule

### Week 1: Sept 26 – Oct 2

#### Class 1: Thursday, 29 Sept INTRODUCTION TO THE OLD TESTAMENT

1. Primary Reading: Read both groups of texts.
    - Group 1: Luke 22:14-23; 1 Corinthians 11:23-26; 2 Corinthians 3:1-18; Hebrews 8:1-13. **Read this prior to class.**
    - Group 2: Luke 24: 13-27; Acts 7:1-60; Acts 8:26-40; Acts 13:13-41; Romans 9; Hebrews 1 and 10. **Read this prior to class.**
  2. Secondary Reading:
    - *BIOT* pp. xix-27 (Preface – Chapter 2). **Read this prior to class.**
  3. Topics for class:
    - Why study the Old Testament?
    - The ancient Near Eastern context of the Old Testament.
    - What is the Old Testament?
    - A brief history of ancient Israel and the Old Testament.
    - Canons of the Old Testament.
  4. Additional assignment(s) due:
    - In preparation for class: **Watch prior to class**  
[https://www.youtube.com/watch?v=G2NsFK\\_gLtE](https://www.youtube.com/watch?v=G2NsFK_gLtE)
    - Complete Preliminary Quiz online. **Complete prior to class.**
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### Week 2: Psalms

1. Primary Reading:
  - *Psalms* 42-106
  - “To a Personal God,” pp. 721-725 and “Prayer to Any God” pp. 763-765 in Benjamin R. Foster, *Before the Muses: An Anthology of Akkadian Literature* (3<sup>rd</sup> ed.; Bethesda: CDL Press, 2005)
  - *Hidden Riches*, “Hymns of Praise with Solar Imagery,” pp. 357-366 (Chapter 23).
2. Secondary Reading:
  - Read **one and only one** of the following articles:
    - Walter Brueggemann, “The Costly Loss of Lament,” *Journal for the Study of the Old Testament* 36 (1986): 57-71.

- John N. Day, “The Imprecatory Psalms and Christian Ethics,” *Bibliotheca Sacra* 159 (2002): 166-186.
  - Erhard Gerstenberger, “Enemies and Evildoers in the Psalms: A Challenge for Christian Preaching,” *Horizons in Biblical Theology* 4 (1982-83): 61-77.
3. Topics for class:
- Historical and literary context, theology, and important aspects of the book of Psalms.
  - Introduction to the Writings.
  - Introduction to ancient Hebrew and Canaanite poetry.
  - Iconography and iconographic exegesis.
  - Interpretive focus: Psalm 78, 82, or 89 (TBD).
  - Psalms in light of ancient Near Eastern prayers.
4. Additional assignment(s) due:
- Psalms 42-106 Reading Guide uploaded online.
  - 250-300 word reflection on chosen article, posted online.
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### Week 3: Genesis

1. Primary Reading:
- Bible: The Book of Genesis (all)
  - *Hidden Riches*, “Creation Accounts,” pp. 41-74 (Chapter 3)
  - Benjamin R. Foster, trans., “Gilgamesh” pp. 458-460 in *The Context of Scripture, Volume 1: Canonical Compositions from the Biblical World*, edited by W.W. Hallo and K. Lawson Younger, Jr. (Leiden: Brill, 2003).
2. Secondary Reading:
- *BIOT* pp. 31-80 (Chapters 3-5).
  - Read **one and only one** of the following articles:
    - Ronald Hendel, “Historical Memories in the Patriarchal Narratives,” pp. 45-56 in *Remembering Abraham: Culture, Memory, and History in the Hebrew Bible* (Oxford: Oxford University Press, 2005).
    - John D. Levenson, “Abusing Abraham: Traditions, Religious Histories, and Modern Interpretations,” *Judaism* 47/3 (1998): 259-277.
3. Topics for class:
- The Pentateuch.
  - Historical and literary context, theology, and important aspects of the book of Genesis.
  - Interpretive focus: Genesis 1-4 and 6-9.
  - In-class exercise: Genesis 22 from perspectives of Abraham, Sarah, and Isaac.
  - Genesis in light of other Creation Accounts and Flood Stories.
4. Additional assignment(s) due:
- Genesis Reading Guide uploaded online.
  - 10 Observations and Questions related to your chosen Psalm posted online.
  - 250-300 word reflection on chosen article, posted online.
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## Week 4: Exodus

### 1. Primary Reading:

- Bible: The Book of Exodus (all)
- *Hidden Riches*, “Birth Accounts,” pp. 113-120 (Chapter 6); “Law Collections,” pp. 121-146 (Chapter 7).

### 2. Secondary Reading:

- *BIOT* pp. 81-146 (Chapters 6-9).
- Read **one and only one** of the following articles:
  - Cheryl A. Kirk-Duggan, “How Liberating is the Exodus and for Whom? Deconstructing Exodus Motifs in Scripture, Literature, and Life,” pp. 3-28 in *Exodus and Deuteronomy* edited by Athalya Brenner and Gale A. Yee (Minneapolis: Fortress, 2012).
  - J. Cheryl Exum, “‘You Shall Let Every Daughter Live’: A Study of Exodus 1.8-2.10,” pp. 37-61 in *A Feminist Companion to Exodus to Deuteronomy* edited by Athalya Brenner (Sheffield: Sheffield Academic Press, 1994).
  - J. Cheryl Exum, “Second Thoughts about Secondary Characters: Women in Exodus 1.8-2.10,” pp. 88-99 in *A Feminist Companion to Exodus to Deuteronomy* edited by Athalya Brenner (Sheffield: Sheffield Academic Press, 1994).
  - George V. Pixley, “A Latin American Perspective: The Option for the Poor in the Old Testament,” pp. 229-240 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).
  - Cyris H.S. Moon, “A Korean Minjung Perspective: The Hebrews and the Exodus,” pp. 241-255 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).
  - Jean-Marc Ela, “A Black African Perspective: An African Reading of Exodus,” pp. 256-266 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).
  - An Asian Group Work, “An Asian Feminist Perspective: The Exodus Story (Exodus 1.8-22, 2.1-10),” pp. 267-279 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).
  - Naim Stifan Ateek, “A Palestinian Perspective: The Bible and Liberation,” pp. 280-286 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).
  - Robert Allen Warrior, “A Native American Perspective: Canaanites, Cowboys, and Indians,” pp. 287-295 in *Voices From the Margin: Interpreting the Bible in the Third World* edited by R.S. Sugirthirajah (New York: Orbis, 1991).

### 3. Topics for class:

- Historical and literary context, theology, and important aspects of the book of Exodus.
- Biblical and ancient Near Eastern law collections.

- Interpretive Focus: The 10 Plagues in Exodus and other traditions.
  - Moses and Sargon.
4. Additional assignment(s) due:
- Exodus Reading Guide uploaded online.
  - 10 Observations and Questions related to your chosen Psalm posted online.
  - 250-300 word reflection on chosen article, posted online.
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### Week 5: Deuteronomy

1. Primary Reading:
- Bible: Deuteronomy (all)
  - *Hidden Riches*, “Treaty, Oath, and Covenant,” pp. 161-189 (Chapter 9).
2. Secondary Reading:
- *BIOT* pp. 147-194 (Chapters 10-12).
  - Read **one and only one** of the following articles:
    - Athalya Brenner, “The Decalogue: Am I an Addressee?” pp. 197-204 in *Exodus and Deuteronomy* edited by Athalya Brenner and Gale A. Yee (Minneapolis: Fortress, 2012)
    - David J.A. Clines, “The Ten Commandments: Reading from Left to Right,” pp. 26-45 in *Interested Parties: The Ideology of Writers and Readers of the Hebrew Bible* (JSOTSupp 205; Sheffield: Sheffield Academic Press, 1995) (available at [https://www.academia.edu/2465148/The\\_Ten\\_Commandments\\_Reading\\_from\\_Left\\_to\\_Right\\_or\\_electronically\\_via\\_fuller.worldcat.org](https://www.academia.edu/2465148/The_Ten_Commandments_Reading_from_Left_to_Right_or_electronically_via_fuller.worldcat.org)).
    - Carolyn Pressler, “Sexual Violence and Deuteronomistic Law,” pp. 102-112 in *A Feminist Companion to Exodus to Deuteronomy* edited by Athalya Brenner (Sheffield: Sheffield Academic Press, 1994).
3. Topics for class:
- Historical and literary context, theology, and important aspects of the book of Deuteronomy.
  - The Deuteronomistic History.
  - War in the ancient Near East and Deuteronomy 20.
  - Interpretive Focus: The 10 Commandments, various laws.
  - Deuteronomy in light of Neo-Assyrian treaties and loyalty oaths.
4. Additional assignment(s) due:
- Deuteronomy Reading Guide uploaded online.
  - 10 Observations and Questions related to your chosen Psalm posted online.
  - 250-300 word reflection on chosen article, posted online.
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### Week 6: 2 Samuel

1. Primary Reading:
- Bible: 2 Samuel (all)
  - Tel Dan Inscription (e-reserves)



2. Secondary Reading:

- *BIOT* pp. 195-234 (Chapters 13-15).
- Read **one and only one** of the following articles:
  - Danna Nolan Fewell, “A Broken Hallelujah: Remembering David, Justice, and the Cost of the House,” pp. 101-122 in *The Fate of King David: The Past and Present of a Biblical Icon* edited by Tod Linafelt, Timothy Beal, and Claudia V. Camp (New York: T&T Clark, 2010).
  - J. Cheryl Exum, “A King Fit for a Child: The David Story in Modern Children’s Bibles,” pp. 241-259 in *The Fate of King David: The Past and Present of a Biblical Icon* edited by Tod Linafelt, Timothy Beal, and Claudia V. Camp (New York: T&T Clark, 2010).
  - Robert C. Culley, “David and the Psalms: Titles, Poems, and Stories,” pp. 153-162 in *The Fate of King David: The Past and Present of a Biblical Icon* edited by Tod Linafelt, Timothy Beal, and Claudia V. Camp (New York: T&T Clark, 2010).
  - R. Christopher Heard, “Penitent to a Fault: The Characterization of David in Psalm 51,” pp. 163-174 in *The Fate of King David: The Past and Present of a Biblical Icon* edited by Tod Linafelt, Timothy Beal, and Claudia V. Camp (New York: T&T Clark, 2010).
  - Adele Berlin, “Characterization in Biblical Narrative: David’s Wives,” *Journal for the Study of the Old Testament* 23 (1982): 69-85.

3. Topics for class:

- Historical and literary context, theology, and important aspects of the book of 2 Samuel.
- The ethnogenesis of ancient Israel and the Israelite state.
- History of ancient Israel: The monarchal period.
- Introduction to the Former Prophets.
- Kingship in the ancient Near East.
- Interpretive Focus: 2 Samuel 7.
- The character of David.

4. Additional assignment(s) due:

- 2 Samuel Reading Guide uploaded online.
- 10 Observations and Questions related to your chosen Psalm posted online.
- 250-300 word reflection on chosen article, posted online.

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**Week 7: Isaiah**

1. Primary Reading:

- Bible: Isaiah 1-14, 40-53, 63-66
- *Hidden Riches*, “Oracles of Well-Being,” pp. 245-255 (Chapter 15).

2. Secondary Reading:

- *BIOT* pp. 235-289 (16-18).
- Read **one and only one** of the following articles:
  - Bebb Wheeler Stone, “Second Isaiah: Prophet to Patriarchy,” *Journal for the Study of the Old Testament* 56 (1992): 85-99.

- P. Wilcox and D. Paton-Williams, “The Servant Songs in Deutero-Isaiah,” *Journal for the Study of the Old Testament* 42 (1988): 79-102.
  - Hans Walter Wolff, “Swords into Plowshares: Misuse of a Word of Prophecy,” *Currents in Theology and Mission* 12/3 (1985): 133-147.
  - H.G.M. Williamson, “Swords into Plowshares: The Development and Implementation of a Vision,” pp. 139-149 in *Isaiah’s Vision of Peace in Biblical and Modern International Relations* edited by Raymond Cohen and Raymond Westbrook (New York: Palmgrave Macmillan, 2008)
  - J. Blenkinsopp, “Second Isaiah—Prophet of Universalism,” *Journal for the Study of the Old Testament* 41 (1988): 83-103.
  - Stephen A. Geller, “Were the Prophets Poets?” *Prooftexts* 3 (1983): 211-221.
  - Walter Brueggemann, “Unity and Dynamic in the Isaiah Tradition,” *Journal for the Study of the Old Testament* 29 (1984):89-107.
3. Topics for class:
- Historical and literary context, theology, and important aspects of the book of Isaiah.
  - History: Ancient Israel in the Assyrian and Babylonian periods (Part 1).
  - Introduction to Latter Prophets, prophetic literature and prophets in the ancient Near East.
  - The “Messiah” in the Old Testament.
  - Monotheism.
  - Interpretive focus: Isaiah 7.
  - Biblical and ancient Near Eastern prophets and prophecy.
4. Additional assignment(s) due:
- Isaiah Reading Guide uploaded online.
  - 10 Observations and Questions related to your chosen Psalm posted online.
  - 250-300 word reflection on chosen article, posted online.

## Week 8: Jeremiah

1. Primary Reading:
  - Bible: Jeremiah 1-36
  - Lachish Letters (# 3, 4, 6) (e-reserves)
2. Secondary Reading:
  - *BIOT* pp. 290-346 (Chapters 19-21).
  - Choose **one and only one** article from below:
    - Susan Ackerman, “At Home with the Goddess,” pp. 455-468 in *Symbiosis, Symbolism, and the Power of the Past: Canaan, Ancient Israel, and Their Neighbors From the Late Bronze Age Through Roman Palaestina* edited by S. Gitin and W.G. Dever (Winona Lake: Eisenbrauns, 2003).
    - Karel van der Toorn, “Nine Months Among the Peasants in the Palestinian Highlands: An Anthropological Perspective on Local Religion in the Early Iron Age,” pp. 393-410 in *Symbiosis, Symbolism, and the Power of the Past: Canaan, Ancient Israel, and Their Neighbors From the Late Bronze*

*Age Through Roman Palaestina* edited by S. Gitin and W.G. Dever (Winona Lake: Eisenbrauns, 2003).

- John Goldingay, "Jeremiah and the Superpower," pp. 59-77 in *Uprooting and Planting: Essays on Jeremiah for Leslie Allen* edited by John Goldingay (New York: T&T Clark, 2007).

3. Topics for class:

- Historical and literary context, theology, and important aspects of the book of Jeremiah.
- History: Ancient Israel in the Assyrian and Babylonian periods (Part 2).
- Babylonian deportation(s)
- Prophetic speech-acts.
- Israelite household religion(s).
- Interpretive focus: Jeremiah 1 (call narratives, and the dumbing of the prophets)
- Israelite religion: "biblical" and "un-biblical."

4. Additional assignment(s) due:

- Jeremiah Reading Guide uploaded online.
- 10 Observations and Questions related to your chosen Psalm posted online.
- 250-300 word reflection on chosen article, posted online.

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## Week 9: Daniel

1. Primary Reading:

- Bible: The Book of Daniel (all)
- Greek additions to Daniel (e-reserves).

2. Secondary Reading:

- *BIOT* pp. 347-382 and 406-427 (Chapters 22-23 and 25-Appendix: The Apocrypha).
- Read **one and only one** of the following articles:
  - Barry A. Jones, "Resisting the Power of Empire: The Theme of Resistance in the Book of Daniel," *Review and Expositor* 109 (2012): 541-556.
  - Carol A. Newsom, "Political Theology in the Book of Daniel: An Internal Debate," *Review and Expositor* 109 (2012): 557-568.
  - Philip Chia, "On Naming the Subject: Postcolonial Reading of Daniel 1," pp. 171-185 in *The Postcolonial Biblical Reader* edited by R.S. Sugirtharajah (Malden, MA: Blackwell, 2006).

3. Topics:

- Historical and literary context, theology, and important aspects of the book of Daniel.
- Apocalyptic literature.
- Interpretive focus: None.
- Daniel and resisting empires.

4. Additional assignment(s) due:

- Daniel Reading Guide uploaded online.
- 10 Observations and Questions related to your chosen Psalm posted online.
- 250-300 word reflection on chosen article, posted online.

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## Week 10: Job

### 1. Primary Reading:

- Bible: The Book of Job (all)
- *Hidden Riches*, “Responses to Human Suffering,” pp. 321-338 (Chapter 21).

### 2. Secondary Reading:

- *BIOT* pp. 383-405 (Chapter 24).
- Read **one and only one** of the following articles:
  - C.L. Seow, “Reflections on the History of Consequences: The Case of Job,” pp. 561-586 in *Method Matters* edited by Joel M. LeMon and Kent Harold Richards (Atlanta: SBL, 2009).
  - David J.A. Clines, “Why is There a Book of Job, and What Does It Do to You If You Read it?” pp. 122-144 in *Interested Parties: The Ideology of Writers and Readers of the Hebrew Bible* (JSOTSupp 205; Sheffield: Sheffield Academic Press, 1995). Available electronically via fuller.worldcat.org or freely available via Clines’ academia.edu page: [https://www.academia.edu/2467348/Why\\_Is\\_There\\_a\\_Book\\_of\\_Job\\_and\\_What\\_Does\\_It\\_Do\\_to\\_You\\_If\\_You\\_Read\\_It](https://www.academia.edu/2467348/Why_Is_There_a_Book_of_Job_and_What_Does_It_Do_to_You_If_You_Read_It).
  - David J.A. Clines, “Does the Book of Job Suggest that Suffering is Not a Problem?” Freely available via Clines’ academia.edu page: [https://www.academia.edu/2441062/Does\\_the\\_Book\\_of\\_Job\\_Suggest\\_That\\_Suffering\\_is\\_Not\\_a\\_Problem](https://www.academia.edu/2441062/Does_the_Book_of_Job_Suggest_That_Suffering_is_Not_a_Problem).
  - Steven Kepnes, “Job and Post-Holocaust Theology,” pp. 252-66 in *Strange Fire: Reading the Bible After the Holocaust* edited by T. Linafelt (New York: New York University Press, 2000).
  - Alexander Goldberg, “The Book of Job, part 1-8” *The Guardian* (<https://www.theguardian.com/commentisfree/belief/2010/jun/28/philosophy-judaism>). Follow links for parts 2-8.

### 3. Topics for class:

- Historical and literary context, theology, and important aspects of the book of Job.
- History: Ancient Israel in the Persian and Hellenistic periods.
- Introduction to biblical wisdom literature.
- Theodicy.
- History of consequences.
- Interpretive focus: TBD
- Job in light of ancient Near Eastern theodicies.

### 4. Additional assignment(s) due:

- Job Reading Guide uploaded online.
  - 10 Observations and Questions related to your chosen Psalm posted online.
  - 250-300 word reflection on chosen article, posted online.
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## **Finals Week**

### **1. Final Exam.**

### **2. Additional Assignment(s):**

- 2100-2400 word interpretive working paper on selected Psalm, posted online.