



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

OT5302 Old Testament Historical Books

3 credits. Prerequisites: none.

'A' Live-Stream ■ Video on Demand

May 8-12, 2023

Module S3

Mon- Fri; 9am-noon & 1pm-4pm

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Please note: This course includes substantial reading and preparation work before the module.

Students must read 1 Samuel-2 Kings and the corresponding pages in the textbook.

Course Goals

Course Description

This course focuses on the books of 1 Samuel-2 Kings or the postexilic writings. While the study explores historical, literary, and theological issues related to the ancient Near Eastern context of these books, emphasis will also be placed upon the relevance of such texts for the present-day church.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency.

Course Competencies and Learning Outcomes

To demonstrate competency in **knowledge of biblical content**, students will

1. Interpret 1 Samuel-2 Kings in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment* – Research Paper, Theological Reflection Paper
2. Describe the theological issues that are critical for understanding 1 Samuel-2 Kings.
 - *Assessment* – Research Paper, Theological Reflection Paper
3. Identify and explain key emphases and their significance within 1 Samuel-2 Kings.
 - *Assessment* – Reading, Research Paper, Theological Reflection Paper
4. Explain how the theological witness of 1 Samuel-2 Kings speaks to the way we think, live, and minister today.
 - *Assessment* – Research Paper, Theological Reflection Paper, Sermon Outline

To demonstrate competency in the **skills necessary for critical thinking, exegesis, interpretation, and communication of the biblical text** students will

5. Analyze major scholarship, critique leading scholarly perspectives, and evaluate current methods to interpreting Scripture.

- *Assessment* – Article Critique

6. Engage in exegetical research, utilizing up-to-date academic resources.

- *Assessment* – Research Paper

To demonstrate competency in **spiritual formation** students will

7. Apply their knowledge of 1 Samuel-2 Kings to their faith and practice.

- *Assessment* – Theological Reflection Paper, Sermon Outline, Class Presentation

Course Work

Required Readings

Hamilton, Victor P. *Handbook on the Historical Books: Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra-Nehemiah, Esther*. Grand Rapids, MI: Baker Academic, 2008. ISBN: 978-0801036149.

**Only the pages pertaining to 1-2 Samuel and 1-2 Kings.*

Supplemental Reading (These articles will be uploaded to Populi. Students should engage these articles for their exegetical research papers).

Journal Articles on the Books of Samuel

Brueggemann, Walter. "2 Samuel 21-24: An Appendix of Deconstruction?" *CBQ* 50 (1988): 383-397.

Carlson, Reed. "Hannah at Pentecost: On Recognizing Spirit Phenomena in Early Jewish Literature." *JPT* 27 (2018): 245-258.

Chan, Michael J. and Joshua C. Miller. "Prayer that Prevails." *Word & World* 35.1 (2015): 31-39.

Hays, Rebecca Poe. "A Problematic Spouse: A Text Critical Examination of Merab's Place in 1 Samuel 18:17-19 and 2 Samuel 21:8." *ZAW* 129.2 (2017): 220-233.

Herbst, John William. "Valuing Leadership and Love: David Exceeding Samson." *JSOT* 43.3 (2019): 491-505.

Janzen, David. "The Condemnation of David's 'Taking' in 2 Samuel 12:1-14." *JBL* 131.2 (2012): 209-220.

Johnson, Benjamin J.M. "The Heart of YHWH's Chosen One in 1 Samuel." *JBL* 131.3 (2012): 455-466.

Lee, Jessica N.T. "The Role of the People in Saul's Rise and Fall." *BSac* 174 (2017): 159-178.

Miller, Robert. (The Witch at the Navel of the World." *ZAW* 129.1 (2017): 98-102.

Moore, Rickie D. "The Spirit of the Story of Rizpah in 2 Samuel 21:1-14." Presented at SPS, 2009.

Richardson, H. Neil. "The Last Words of David: Some Notes on II Samuel 23:1-7." *JBL* 90.3 (1971): 257-266.

Schwartz, Regina M. "Adultery in the House of David: The Metanarrative of Biblical Scholarship and the Narratives of the Bible." *Semeia* 54 (1991): 35-55.

- Smith, Amy. "Abigail: The Wise Woman of Carmel." *Stone-Campbell* 18 (Spring, 2015): 47-60.
- Smith, Julie M. "A Double Portion: An Intertextual Reading of Hannah (1 Samuel 1-2) and Mark's Greek Woman (Mark 7:24-30)." *Dialogue* (2017): 125-138.
- Tobolowsky, Andrew. "The >>Samuel the Judge>> Narrative in 1 Sam 1-7." *ZAW* 129.3 (2017): 376-389.
- Walton, Jonathan H. "A King Like the Nations: 1 Samuel 8 in its Cultural Context." *Bib* 96.2 (2015): 179-200.

Journal Articles on the Books of Kings

- Berlyn, Patricia. "Elijah's Battle for the Soul of Israel." *JBQ*
- Jensen, Hans J.L. "Desire, Rivalry and Collective Violence in the 'Succession Narrative'." *JSOT* 55 (1992): 39-59.
- Lewis, John. "Salvation, Pseudo-modernism, Suffering and Hope: A Study of 1 Kings 17." *ERT* 35.4 (2011): 36-364.

**While students have the benefit of accessing many textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. Reading.

The purpose of the assigned biblical readings is to equip students with an understanding of the material of the books of Samuel and Kings. This knowledge will provide students with significant insights that will undoubtedly enhance the quality of their theological reflection papers and research papers.

The required textbook readings and other supplemental will prepare students to engage with the lectures during the class and will give students more examples and details that may not be covered in class. Consequently, this supplemental knowledge will substantially increase the caliber of students' papers.

To prepare students for the course, students will read 1 Samuel–2 Kings and the corresponding pages in Hamilton before the first day of class and come to class each day prepared with at least five critical questions or observations from the biblical text or the textbook. These questions or observations must be typewritten, double-spaced, using 12-point Times New Roman with one-inch margins. Each question or observation must be numbered. No bibliography is necessary, but the Scripture's text and verses as well as page numbers from Hamilton should be indicated for each question or observation.

- Related learning outcome(s): #1, 2, 3, 4, 6, 7.
- **Assignment length:** 3-5 pages
- **Due date:** May 8 at 9am.

2. *Class Presentation.*

Students will prepare a 10-15-minute presentation on a passage within the books of Samuel and Kings. It is recommended that this passage be the one chosen for the student's exegetical paper (see below). The presentation may include Power Points, illustrations, and discussion questions for the class. The textbook and article readings will be quite useful for this assignment. Please keep in mind that your presentation will be graded based on its content.

- Related learning outcome(s): #1, 2, 3, 4, 6, 7.
- **Assignment length:** 10-15 minutes.
- **Due Date:** May 12

3. *Theological Reflection Papers.*

The purpose of Theological Reflection Papers is to evaluate students' capacity to theologically reflect, identify important interpretive challenges that are crucial for understanding the text, and demonstrate their aptitude for conveying the biblical message to contemporary audiences. This assignment also provides students with the opportunity to engage Scripture through both the mind and heart. It invites students to integrate their beliefs and practices.

Students should write a short Reflection/Response paper (400-500 words) for all eight units according to the instructions below. Two people may work together on the Reflection/Response papers.

Instructions for Theological Reflection Papers.

1. Select a chapter from the biblical book that corresponds with your chosen unit for reflection that is listed in the course outline below. For example, if you are writing a reflection paper for unit one, choose any chapter between 1 Samuel 1-15 as your focus.
2. Each paper should include the following 4 elements:
 - a. **Discuss how the biblical text informs your theology** as it relates to one (and only one) of the following topics (This section should be 200-300 words):
 - i. The nature and character of God
 - ii. The plan and purpose of God
 - iii. One of these doctrines: salvation, sanctification, Holy Spirit, sin, healing, eschatology, ecclesiology, and anthropology.
 - iv. The nature of revelation and/or doctrine of the Holy Scripture.
 - v. Epistemology (the nature of truth and means to acquiring knowledge).
 - b. **Identify one aspect of this passage that may create tension in our theology** or practice, something that tends to make us feel uncomfortable, or that requires discernment. How does this tension and struggle with the text contribute to our spiritual growth? This topic can relate to the same theological area as part one above (50-100 words).
 - c. **Explore how this text forms and shapes our affections and desires.** That is, how does the text transform the heart? Describe any affections/emotions that are provoked and brought to the surface by the text. Does the text generate gratitude, love, compassion, courage, hope, joy, or a combination of these? (50-100 words)
 - d. **Describe one way that the text contributes to your spirituality.** Explain how the text relates to one of the following topics (50-100 words):

- i. One of the spiritual disciplines (prayer, fasting, witnessing, testimony, giving, study, etc.)
- ii. Worship
- iii. The community of faith
- iv. The divine-human relationship
- v. Spiritual formation
- vi. Ministry formation
- vii. The sacraments

See Populi for an example of a Theological Reflection Paper.

- Related learning outcome(s): #1, 2, 3, 4, 7.
- **Assignment length:** 400-500 words.

Assignment	Due Dates
Theological Reflection Paper 1	May 15
Theological Reflection Paper 2	May 18
Theological Reflection Paper 3	May 22
Theological Reflection Paper 4	May 25
Theological Reflection Paper 5	May 29
Theological Reflection Paper 6	June 1
Theological Reflection Paper 7	June 5
Theological Reflection Paper 8	June 8

4. *Article Critique.*

Students must submit a critical review of one of the following articles:

(1) Rick Waldhom, “Discerning God in 1 Kings 3: Wisdom in High Places and Pentecostal Praxis” *JPT* 28 (2019): 202-214

(2) Paba Nidhani de Andrado, “Hannah’s Agency in Catalyzing Change in an Exclusive Hierarchy” *JBL* 2 (2021): 271-289.

Instructions for Writing a Critique of an Article

An article critique is essentially the same as a book review, only the work being reviewed is shorter than a book. The critique is a critical evaluation of an article that you found to be significant.

Length of the Critique: The critique should be between 1000 and 1200 words.

Content of the Critique: The critique should consist of the following parts:

1. Title of the Critique
2. Name of the Student
3. Bibliographic information about the article being critiqued
4. Summary of the Article’s Content

First, you should offer a concise summary of the content of the article under review.

This includes a relevant description of the topic and specific thesis, as well as its overall perspective, argument, or purpose. What is the thesis—or main argument—of the article? If the author wanted you to get one idea from the article, what would it be? What has the article accomplished? How does the author support his or her argument?

What evidence does s/he use to prove the author's point? How does the author structure the argument? What are the parts that make up the whole?

The summary should be brief, as analysis takes priority. In the course of making your later assessment, you will be backing up your assertions with concrete evidence from the article, so some summary will be dispersed throughout other parts of the review.

5. Analysis and Evaluation of the Article

A critique offers a critical assessment of the content of an article. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand. *You should include both positive and negative assessments.*

The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question. Do you find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other works you've read, courses you've taken, or just previous assumptions you had of the subject? Does the argument make sense? Does it persuade you? Why or why not? What are the author's working assumptions? Do the author's assumptions help or hinder the author from understanding the biblical text? What methodology is being used? Is the methodology effective?

Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the work as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.

You do not necessarily need to work chronologically through the article as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the article.

Avoid excessive quotations and give a specific page reference in parentheses when you do quote. Do not place the citation in a footnote.

Remember that you can state many of the author's points in your own words.

6. Conclusion

Sum up or restate your evaluation or make the final judgment regarding the article. You should not introduce new evidence for your argument in the conclusion. This paragraph needs to balance the article's strengths and weaknesses in order to unify your evaluation. Did the body of your review have both negative and positive assessments? What do they all add up to? How has this article helped you understand the subject? Would you recommend the article to your reader?

See Populi for an example of an Article Critique.

- **Related learning outcome(s):** #5.
- **Assignment length:** 1000-1200 words
- **Due date:** June 2.

5. *Exegetical Research Paper and Sermon Outline.*

The term paper is designed primarily to evaluate students' ability to do quality research and writing, to think critically, to approach the text theologically, and to communicate effectively. The term paper should be the culmination of your work, demonstrating your ability to do constructive biblical scholarship.

Students must write a 3500-5000 word, typewritten (double-spaced) term paper conforming to the instructions given below. The paper will be written following the Horizon writing format guidelines. See the pertinent section in the Syllabus Bibliography for numerous sources for this assignment.

Instructions for Exegetical Research Paper.

FORM

1. Follow the [Horizon Format Guide](#) consistently.
2. The bibliography **must** include at least three Old Testament introductions, ten commentaries (your textbook may serve as one of the commentaries), five journal articles, and five monographs (which is a book that focuses on a particular subject of Samuel or Kings). These categories must be listed separately, with headings, in the bibliography.
3. Footnotes must be placed at the bottom of the page. You must adhere to the guidelines given below as regards footnoting and quoting. Furthermore, due to the concise nature of this paper, direct quotes should be used sparingly. In following a source, you should instead rely primarily upon summary and paraphrasing.
4. Use Times New Roman font, 12-point type, one-inch margins, and double-spaced lines.
5. The finished paper must include the following parts:
 - Title Page
 - Table of Contents
 - Body of the Paper
 - Bibliography
 - Sermon Outline (The sermon outline is separate from the body of the paper)
6. The body of the paper should be 3500-5000 words; does not include the sermon outline.
7. Upload your final paper to Populi.
8. Please arrange a backup for your computer files either in the cloud or on a flash drive to avoid losing your paper entirely.

CONTENT

- I. Choose a 6-10 verse pericope – a group of verses that forms a coherent unit or thought – from Samuel or Kings.
- II. The body of the paper should include the following five sections:

1. **Introduction** – The introduction of any exegetical paper helps to introduce your reader to your research. The introduction draws your reader's attention and contextualizes the breadth and focus of your paper's topic. Your introduction should contain a thesis statement. You may use the following thesis statement: This paper uses exegesis to explore the significance of Hannah's song to the book of Samuel. (100-200 words).
2. **Overview** of the Old Testament that contains the passage you will be researching. For example, if your passage is from the book of 1 Kings, you will provide an overview of the book of 1 Kings (2-3 pp).

The Overview of an Old Testament Book should consider primarily the structure, context, and theological purpose of the book.

- a. For example, you might consider the following questions: What is the book's outline, i.e., what are the major sections and their themes? What are the key literary styles, forms, techniques, etc. and their import for the book? When was the book written, where was it written, to whom and by whom was it written? What period(s), event(s), and situation(s) of Israel's history are important to the proper understanding of the book and why? In view of the foregoing, what is the apparent message or distinctive aim of the book as a whole?
 - b. This overview should be informed by Old Testament Introductions, Commentaries, other related books, and articles.
3. **Exegesis** of the specific passage in the biblical book that you have overviewed (5-7 pp). The structure of your discussion may vary, depending on the biblical passage. You should pay attention to structure, literary features, ancient context, theological function, and implications for Pentecostal theology in your ministry context. (For examples of relating a text to Pentecostal Theology, see my articles on Hagar, Lee Roy Martin's article on Psalm 1 and the Exodus theme in Judges, as well as the articles by Rickie Moore). These examples will be uploaded to Populi. (Non-Pentecostal students are allowed to offer their theological reflections based upon their own Church context.)

When analyzing the passage, consider the following questions: What is the outline, that is the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, or symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.? What is the progression, development, climax, focal point, etc.? How does the passage reflect, respond, or relate to the surrounding verses and chapters? To the book as a whole? To the surrounding historical and sociological situations? To the themes, patterns, and traditions found elsewhere in the Old Testament or in the ancient world? What audience is being addressed? What response is being called for? How might this passage be speaking beyond its own day even unto our own? In light of the foregoing considerations, how is your faith and practice informed, formed, or transformed by this passage? How does the passage speak to your faith community?

Step-by-Step Guide for Exegesis:

- a. Analyze the sections of the text that are relevant to the main themes you are developing or that support your thesis statement.
- b. Examine the immediate literary context and larger context of your text.

- c. Identify the genre of the text or passage. It could be speech, hymn, song, psalm, prophecy, dialogue, genealogy, parable, poetry, or narrative.
 - d. Note any literary features such as chiasms, repetitions, parallels, etc., as well as the outline of the structure.
 - e. Recognize the unique vocabulary, play words, allusions, accents, rhetoric, rhythm, etc.
 - f. Explore the main theological insights and issues raised or solved through the text. Also, locate the application and relevance of the text. The commentaries will help you gain a theological perspective of the text. As you write your exegesis, you must integrate your insight with that of biblical scholarship.
 - g. Cite, Cite, Cite! You must document your sources appropriately.
4. **Conclusion** – Highlight the significant results of your exegesis, reiterate your thesis statement, and offer a summary of your research. Lastly, emphasize how your exegetical essay has fulfilled your thesis statement. (100-200 words).
5. **Sermon Outline**
- Purpose: One of the Learning Outcomes for this course calls for the student to be able to communicate the message of the Bible. Your writing of the paper demonstrates your ability to communicate to the academic audience and your preaching /teaching outline should demonstrate your ability to communicate to the local church audience.
- a. Method: The preaching/teaching outline should embody a practical approach that exemplifies your own vision for communicating the message of the passage you have studied.
 - b. Structure: The preaching/teaching outline should include the following elements:
 - i. Title, Scripture Reference, Introductory statement (1 or 2 sentences),
 - ii. Thesis statement,
 - iii. Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,
 - iv. Concluding statement (1 or 2 sentences),
 - v. Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

See Populi for an example of an Exegetical Research Paper.

- Related learning outcome(s): #1, 2, 3, 4, 6, 7.
- **Assignment length:** 3500-5000 words + sermon outline
- **Due date:** June 30

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- VOD students are expected to view the digital recording of the class and raise two or three follow-up questions and/or questions based on the lectures and in-class discussions. These comments and/or questions should be recorded and uploaded to Populi. The video responses to the lectures should not exceed 3 minutes. The course instructor will engage

with these follow-up questions and/or comments. Students will have one week after the course ends to watch all lectures and upload their video responses to Populi (due May 19 at 11:59PM).

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom Time	30 hrs	N/A	Assignment Weighting
1. Reading	30 hrs	May 8	10%
2. Class Presentation	In class	May 12	10%
3. Theological Reflection Papers	15 hrs	See above	25%
4. Article Critique	15 hrs	June 2	15%
5. Exegetical Paper	30 hrs	July 3	40%
Total =	~120 hrs		100%

Course Outline

Date	Topics
Monday 8 th May	<ul style="list-style-type: none"> • Syllabus • Overview; Background • The Hebrew Canon • Classification of Samuel & Kings – “History” or “Prophets”? • The Spirit in Samuel & Kings • Introduction to 1 Samuel
Tuesday 9 th May Unit 1: 1 Sam. 1-15 Unit 2: 1 Sam. 16-31	<ul style="list-style-type: none"> • The Lord Raises up Samuel • Israel Rejects Yahweh as their King: Saul is chosen as king • David is chosen as king • Theological Function of 1 Samuel 1-31
Wednesday 10 th May Unit 3: 2 Sam. 1-12 Unit 4: 2 Sam. 13-24	<ul style="list-style-type: none"> • Introduction to 2 Samuel • Davidic Covenant • David’s Sin and Consequences • David’s Death, Solomon’s Ascension • Theological Function of 2 Samuel 1-21
Thursday 11 th May Unit 5: 1 Kgs 1-10 Unit 6: 1 Kgs 11-22	<ul style="list-style-type: none"> • Introduction to 1 Kings • Solomon’s Reign • The Role of the Prophets

	<ul style="list-style-type: none"> • Theological Function of 1 Kings 1-22
Friday 12 th May Unit 7: 2 Kgs 1-12 Unit 8: 2 Kgs. 13-25	<ul style="list-style-type: none"> • Introduction to 2 Kings • Monarchy vs. Prophets • Kings to Exile • Theological Function of 2 Kings 1-25

NOTE: Assignments will not be accepted after July 3.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory

D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Resources

Students can utilize the resources listed below to help them with their research. This is not a full list of resources; but, it should get you started on your study.

OT INTRODUCTIONS

Alter, Robert and Frank Kermode, eds. *The Literary Guide to the Bible*. Cambridge, MA: Harvard University Press, 1990.

Brueggemann, Walter. *Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville, KY: WJK, 2003.

Childs, B. S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress Press, 1979.

Crenshaw, James L. *Old Testament Story and Faith: A Literary and Theological Introduction*. Peabody, MA: Hendrickson Publishers, 1992.

Longman, Tremper III and Raymond B. Dillard. *An Introduction to the Old Testament*. 2nd ed. Grand Rapids, MI: Zondervan Academic, 2006.

Harrelson, Walter. *Interpreting the Old Testament*. New York, NY: Holt, Rinehart & Winston, 1964.

Harrison, R. K. *Introduction to the Old Testament*. 1969. Reprint, Peabody, MA: Hendrickson Publishers, 2016.

Hummel, Horace D. *The Word Becoming Flesh*. St. Louis, MO: Concordia Publishing House, 1979.

Newsom, C. A. and S. H. Ringe, eds. *The Women's Bible Commentary*. Louisville, KY: WJK, 1992.

Rendtorff, Rolf. *The Old Testament: An Introduction*. Translated by John Bowden. Philadelphia: Fortress Press, 1986.

COMMENTARIES

Here is a link to commentaries on **1 & 2 Samuel**: <https://bestcommentaries.com/1-2-samuel/>
Scroll down to find a comprehensive list of commentaries. Remember, you may use the textbook as one of your commentaries.

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