



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

B322 1 Samuel- 2 Kings

3 credits. Prerequisites: B110 Introduction to the Old Testament and B119 Bible Study Methods

'A' Live-Stream ■ Video on Demand

May 8-12, 2023
Module F
Mon-Fri; 9am-noon & 1pm-4pm

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Please note: This course includes reading before the module.

Course Goals

Course Description

This course will analyze the accounts of Israel's story as recorded in the books of 1 Samuel-2 Kings. Attention will be given to narrative art and theological themes, as well as critical questions of composition, and history. Every major section will include a discussion of how the historical narrative functions theologically as Scripture for the 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.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, 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* – Exegetical Research Paper, Theological Reflection Papers
2. Describe the key interpretive issues that are critical for understanding 1 Samuel-2 Kings.
 - *Assessment* – Exegetical Research Paper
3. Identify and explain key emphases and their significance within 1 Samuel-2 Kings.
 - *Assessment* – Reading, Exegetical Research Paper, Theological Reflection Papers
4. Explain how the theological witness of 1 Samuel-2 Kings speaks to the way we think, live, and minister today.

- *Assessment* – Exegetical Research Paper and Sermon Outline, Theological Reflection Paper,

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.*

**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.

Students are not required to read the whole textbook. However, students will use the textbook to aid with their reflection papers and research paper. Reading those sections of the textbook that focus on the chapters or the passage you choose to reflect on and research 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.

NOTE: To prepare students for the course, it is essential for students to read 1 Samuel–2 Kings before the first day of class.

- Related learning outcome(s): #1, 2, 3, 4.
- **Due date:** May 8 at 9am.

2. 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 students 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 six of the eight units according to the instructions below. Two people may work together on the Reflection/Response papers. Include references to the textbook in your papers to assist you in formulating your responses.

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, and healing.
 - 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
- Related learning outcome(s): #1, 3, 4.
 - **Assignment length:** 400-500 words each.
 - **Due dates:**

Assignment	Due Dates
Theological Reflection Paper 1	May 19
Theological Reflection Paper 2	May 26
Theological Reflection Paper 3	June 2
Theological Reflection Paper 4	June 9
Theological Reflection Paper 5	June 16
Theological Reflection Paper 6	June 23

3. *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 2100-2800-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. This paper should conform to Horizon writing format guidelines.
2. The bibliography **must** include at least six sources, including one Old Testament introduction, three commentaries (your textbook may serve as one of the commentaries), one journal article, and one monograph (which is a book that focuses on a particular subject of Samuel or Kings).
3. Use Times New Roman font, 12-point type, one-inch margins, and double-spaced lines.
4. The finished paper must include the following parts:
 - Title Page
 - Body of the Paper
 - Bibliography
 - Sermon Outline
5. The body of the paper should be 2100-2800 words.
6. Upload your final paper to Populi.
7. 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 4-10 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. The overview should consider the book's literary structure, context (literary and socio-historical), date, authorship, and theological purpose of the book (500-words).

- 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? 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 and Commentaries
3. **Exegesis** of the specific passage in the biblical book that you have overviewed (1900-2100 words).
- 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 Student 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).

- Related learning outcome(s): #1, 2, 3, 4.
- **Assignment length:** 2100-2800 words + sermon outline.
- **Due date:** June 23.

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 required to watch and engage with all lecture content and in-class activities from one full day of the module according to the schedule below:
 - Day 1 Lectures and Response: May 15 at 11:59PM
 - Day 2 Lectures and Response: May 18 at 11:59PM
 - Day 3 Lectures and Response: May 23 at 11:59PM
 - Day 4 Lectures and Response: May 29 at 11:59PM
 - Day 5 Lectures and Response: June 1 at 11:59PM
- VOD students will submit to the class discussion board (2-3 minutes audio or a 2–3-minute video) that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned each day that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as 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
1. Reading	15 hrs	May 8
2. Theological Research Papers	24 hrs	See above
3. Exegetical Research Paper + Sermon Outline	24 hrs	June 23
Total =	93 hrs	

Assessment Rubrics

Rubrics will be available on Populi by the first day of class under the Lesson “Assessment Rubrics.”

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 • 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

- First submissions of assignments will not be accepted after June 23, 2023.

Date	Revisions due
Thursday, June 29	Theological Research Papers (as necessary)
Tuesday, July 4	Exegetical Research Paper (as necessary)
Wednesday, July 5	Secondary resubmissions (as necessary)
Thursday, July 6	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after July 7, 2023.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency

requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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 College [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 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.

Bibliography

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

OT INTRODUCTIONS

Alter, Robert and Frank Kermode, ed. *The Literary Guide to the Bible*.

Anderson, Bernard W., ed. *The Books of the Bible*, vol. I.

Brueggemann, *Introduction to the Old Testament*.

Childs, B. S. *Introduction to the Old Testament as Scripture*.

Crenshaw, James L. *Story and Faith*.

Dillard, Raymond B. and Longman, Tremper III. *An Introduction to the Old Testament*.

Harrelson, Walter. *Interpreting the Old Testament*.

Harrison, R. K. *Introduction to the Old Testament*.

Hummel, Horace D. *The Word Becoming Flesh*.

Newsom, C. A. and S. H. Ringe, eds. *The Women's Bible Commentary*.

Rendtorff, Rolf. *The Old Testament: An Introduction*.

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.

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

MONOGRAPHS

Link: <https://bestcommentaries.com/special-studies-in-1-and-2-samuel/>

Alter, Robert. *The Art of Biblical Narrative*.

———. *The David Story: A Translation and Commentary of 1 and 2 Samuel*.

Bailey, Randall C. *David in Love and War: The Pursuit of Power in 2 Samuel 10–12*. JSOTSup 75. Sheffield: JSOT, 1990.

Bock, Emil. *Kings and Prophets: Saul, David, Solomon, Elijah, Jonah, Isaiah, Jeremiah*.

Bronner, L. *The Stories of Elijah and Elisha as Polemics against Baal Worship*.

Carlson, R. A. *David, the Chosen King*.

Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*.

Hauser, A. J. and R. Gregory. *From Carmel to Horeb: Elijah in Crisis*.

Moore, R. D. *God Saves: Lessons from the Elisha Stories*.

Provan, Ian. *Hezekiah and the Books of Kings*.

Tate, Marvin E. *From Promise to Exile: The Former Prophets*.

Vaughn, Andrew G. *Theology, History, and Archaeology in the Chronicler's Account of Hezekiah*.

Wallace, R. S. *Elijah and Elisha: Expositions from the Book of Kings*.

JOURNAL ARTICLES

Allen, R. B. "Elijah, the Broken Prophet." *JETS* 22 (1979): 193–202.

Brettler, M. "The Structure of 1 Kings 1–11." *JSOT* 49 (1991): 87–97

Brindle, W. A. "The Causes of the Division of Israel's Kingdom." *BSac* 141 (1984): 223–33.

Brueggemann, W. "1 Samuel 1: A Sense of Beginning." *ZAW* 102 (1990): 33–48.

DeVries, S. J. "David's Victory over the Philistines as Saga and as Legend." *JBL* 92 (1973): 23–36.

Dozeman, T. B. "The Way of the Man of God from Judah: True and False Prophecy in the Pre-Deuteronomic Legend of 1 Kings 13." *CBQ* 44 (1982): 379–93.

Dumbrell, W. J. "The Davidic Covenant." *RTR* 39 (1980): 40–47.

———. "The Content and Significance of the Books of Samuel: Their Place and Purpose within the Former Prophets." *JETS* 33 (1990): 49–62.

Eslinger, L. "Viewpoints and Points of View in 1 Samuel 8–12." *JSOT* 26 (1983): 61–76.

Figart, T. "Saul, the Spiritist, and Samuel." *GTJ* 11 (1970): 13–29.

Frisch, A. "Structure and Its Significance: The Narrative of Solomon's Reign (1 Kings 1–12:24)." *JSOT* 51 (1991): 3–14.

Garsiel, M. "The Story of David and Bathsheba: A Different Approach." *CBQ* 55 (1993): 244–62.

Gordon, R. "David's Rise and Saul's Demise: Narrative Analogy in 1 Sam 24–26." *TynBul* 31 (1980): 37–64.

Greenhow, S. "Did Samuel Sin?" *GTJ* 11 (1970): 34–40.

Howard, D. M., Jr. "The Transfer of Power from Saul to David in 1 Sam 16:13–14." *JETS* 32 (1989): 473–83.

- Kidner, D. "Old Testament Perspectives on War." *EvQ* 57 (1985): 99–113.
- Kleven, T. "Hebrew Style in 2 Samuel 6." *JETS* 35 (1992): 299–314.
- Lawton, R. "Saul, Jonathan and the 'Son of Jesse.'" *JSOT* 58 (1993): 35–46.
- Lemche, N. P. "David's Rise." *JSOT* 10 (1978): 2–25.
- Martin, J. "Studies in 1 and 2 Samuel, Part 1—The Structure of 1 and 2 Samuel." *BibSac* 141 (1984): 28–42.
- . "Studies in 1 and 2 Samuel, Part 2: The Literary Quality of 1 and 2 Samuel." *BibSac* 141 (1984): 131–45.
- . "Studies in 1 and 2 Samuel, Part 3: The Text of Samuel." *BibSac* 141 (1984): 209–22.
- McCarter, P. K., Jr. "The Apology of David." *JBL* 99 (1980): 489–504.
- McCarthy, D. J. "II Samuel 7 and the Structure of the Deuteronomistic History." *JBL* 84 (1965): 131–38.
- Mendenhall, George E. "The Monarchy." *Int* 29 (1975): 155–70.
- Neiderhiser, E. A. "2 Samuel 20:8–10: A Note for a Commentary." *JETS* 24 (1981): 209–10.
- Porten, B. "The Structure and Theme of the Solomon Narrative (1 Kings 3–11)." *HUCA* 38 (1967): 93–128.
- Satterthwaite, P. E. "David in the Books of Samuel: A Messianic Expectation?" In *The Lord's Anointed: Interpretation of Old Testament Messianic Texts*, 41–65. Edited by P. E. Satterthwaite, R. S. Hess, and G. J. Wenham. Carlisle: Paternoster, 1995.
- Smothers, T. G. "Historical Criticism as a Tool for Proclamation." *RevExp* 84 (1987): 23–32.
- Willis, J.T. "The Song of Hannah and Psalm 113." *CBQ* 35 (1973): 139–54.
- Wilson, R. R. "The Former Prophets: Reading the Books of Kings." In J. L. Mayes et al. eds. *Old Testament Interpretation: Past, Present, and Future: Essays in Honor of Gene M. Tucker*. Nashville: Abingdon, 1995, 83–96.