

COURSE OF STUDY SCHOOL OF OHIO at MTSO

2019 Fall

Sep 27-28 & Oct 25-26, 2019

COS 421 – Bible IV: Prophets, Psalms, & Wisdom Literature

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Course Description

Welcome to the Bible IV class!

This course examines God's Word as expressed through Israel's prophets, selected Psalms, and selected passages from Wisdom literature.

Students will be able to:

1. Understand the origin, history, and use of these forms of biblical literature among God's people.
2. Exegete these forms of biblical literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

Textbooks

Texts:

- Louis Stulman and Paul Kim, *You Are My People: An Introduction to Prophetic Literature* (Nashville: Abingdon, 2010)
- Walter Brueggemann, *Spirituality of the Psalms* (Minneapolis: Fortress, 2002)
- Richard Clifford, *Wisdom Literature* (Nashville: Abingdon, 1998)

Reference:

- Bruce C. Birch, Walter Brueggemann, Terence E. Fretheim, and David L. Petersen, *A Theological Introduction to the Old Testament* (2nd ed.; Nashville: Abingdon, 2005)

Supplemental:

- Adele Berlin and Marc Zvi Brettler, eds., *The Jewish Study Bible* (2nd ed.; Oxford: Oxford University Press, 2014)

Requirements

- Compar-a-thon: This assignment is intended to help you make a close reading of the biblical story, by way of comparing other biblical manuscript versions and traditions. Read the entire book of Esther (both HB and Greek versions)—i.e., *English* translations in most Bibles—i.e., (a) HB version is in the OT canon and (b) the Greek version is located in the Apocrypha section with the title of “Greek Additions to Esther.” Read as if you’ve never read those portions before. Read the whole story in a continuous connection (i.e., ideally do not read bits and pieces in isolation). Your task is to make a careful, critical, and creative comparison of the selected books, paying attention to both similarities and differences—especially *differences*—in terms of key plots, characters, contents, depictions, themes, and so on. While comparing, make keen observations as to how the two texts/versions coincide, where they alter/shift, and in what aspects one text fills in the gaps of the other, vice versa. You are expected to turn in the NOTEBOOK of your observations/comparisons (to be typed [Times New Roman, 12 font size], **single-spaced**, due September 27). Please see the attached guideline handout.
- Exegesis Paper: By the second weekend of the term (due October 25), please turn in your exegetical interpretation of a selected biblical passage (TBA). The goal of this assignment is this: please focus on one specific passage and utilize insightful reading tools, which we will have introduced and explored, to interpret that passage: (further guideline will be distributed in class; 5 pages [Times New Roman, 12 font size], **double-spaced**).
- Group Presentation: Toward the end of this class (on October 26), there will be a group presentation. Each group of 4-5 members is expected to do a 7 minute presentation on a selected biblical figure. A good presentation should encompass (a) a critical study (i.e., not an uncritical, one-sided view), (b) a careful preparation, and (c) a creative interpretation (e.g., biography, dramatization, a video clip, panel discussion/debate, powerpoint presentation, art, music, worship, and so on). The presentation shall be in the form of a biography and/or an autobiography, retelling the key aspects of this person, analyzing her/his significance in the Hebrew Bible, and reflecting on her/his relevance for today’s church and society. Some guidelines: Do not select major figures, but rather unknown, less-known, supporting figures (e.g., Gomer, Amaziah, Hosea’s children, Habakkuk, Isaiah’s children, Hananiah, Baruch, Oholah/Oholibah, Job’s wife, Job’s friends, Sailors in Jonah, King of Nineveh, King Josiah, King Cyrus, King Darius of Persia, etc.); **Alternatively**, you may opt to reenact a selected prophetic drama, symbolic action, oracle, sermon, or metaphor in light of your group’s careful examination and interpretation; *Do not just retell* the story, but focus on the conceptual and metaphoric significances of the character from various angles; has to be informative, in-depth, and insightful.

Class Schedule

Date	Subjects	Readings	Projects
<p>Sep 27</p> <p>(3:30 - 6:00 pm)</p>	<p>Prophets</p> <p>■ Isaiah</p>	<p>▶ Stulman/Kim, pp. 27-94</p> <p>▶ Focus Texts: Isaiah 1-2 Isaiah 5-7 Isaiah 28-33 Isaiah 40-42 Isaiah 54-57 Isaiah 65-66</p>	<p>✚ COMPAR-A-THON REPORT DUE</p>
<p>Sep 27</p> <p>(7:00 - 9:00 pm)</p>	<p>■ Jeremiah</p>	<p>▶ Stulman/Kim, pp. 97-141</p> <p>▶ Focus Texts: Jeremiah 1-2 Jeremiah 7 Jeremiah 10-11 Jeremiah 30-33 Jeremiah 39-43</p>	
<p>Sep 28</p> <p>(8:00 -11:20 am)</p>	<p>■ Ezekiel</p>	<p>▶ Stulman/Kim, pp. 145-181</p> <p>▶ Focus Texts: Ezekiel 1-5 Ezekiel 10-11 Ezekiel 36-37 Ezekiel 47-48</p>	
<p>Sep 28</p> <p>(1:00-3:15 pm)</p>	<p>■ 12 Prophets</p>	<p>▶ Stulman/Kim, pp. 185-249</p> <p>▶ Focus Texts: Jonah 1-4 Nahum 1-3 [Esther: HB & Greek]</p>	

<p>Oct 25</p> <p>(3:30 - 6:00 pm)</p>	<p>Psalms</p> <ul style="list-style-type: none"> ■ The Diversity of the Collections of Psalms 	<ul style="list-style-type: none"> ▶ Brueggemann, pp. 1-24 ▶ Focus Texts: <ul style="list-style-type: none"> Psalms 1-2 Psalm 51 Psalm 74 Psalm 89 	<p>EXEGESIS PAPER DUE</p>
<p>Oct 25</p> <p>(7:00 - 9:00 pm)</p>	<ul style="list-style-type: none"> ■ The Psalms as Literature ■ Theological Reflections 	<ul style="list-style-type: none"> ▶ Brueggemann, pp. 25-57 ▶ Focus Texts: <ul style="list-style-type: none"> [Song of Songs] Psalms 22-24 Psalms 42-43 Psalm 109 Psalm 137 	
<p>Oct 26</p> <p>(8:00 -10:55 am)</p>	<p>Wisdom Tradition</p> <ul style="list-style-type: none"> ■ The Prologue ■ Job & His Friends ■ Job & His God 	<ul style="list-style-type: none"> ▶ Clifford, pp. 69-96 ▶ Focus Texts: <ul style="list-style-type: none"> Job 1-2 Job 4; 8; 11 Job 19; 21; 31 Job 40-42 	
<p>Oct 26</p> <p>(1:00-3:15 pm)</p>	<ul style="list-style-type: none"> ■ Ecclesiastes ■ Optimism versus Pessimism 	<ul style="list-style-type: none"> ▶ Clifford, pp. 97-114 ▶ Focus Texts: <ul style="list-style-type: none"> Eccl 1-3 Eccl 7-9 	<p>GROUP PRESENTATION</p>

Academic Honor

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.