

## BI 102 B

### INTRODUCTION TO THE HEBREW BIBLE/OLD TESTAMENT 2: LATTER PROPHETS AND WRITINGS

Spring 2021

Online

Optional Zoom Meetings: Tuesdays, 11:00–11:50 AM

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Course Website: The Blackboard course website is accessible through [www.wesleyseminary.edu/MyWesley](http://www.wesleyseminary.edu/MyWesley). There, students can find all materials for the course.

#### Course Description

An introduction to the literature and thought of the Hebrew Bible, considered in the light of the historical contexts of its formation and its ongoing theological importance to the life and faith of the Church. The course, the second part of a year-long sequence, focuses on the Latter Prophets and the Writings. It takes seriously the history of the formation of the biblical literature, the canonical form(s) of the text, and the history of interpretation and reception. As such, the course surveys the history of ancient Israel, performs close analysis of key passages, and introduces diverse interpretative issues and viewpoints.

Note: This course is an asynchronous online course with optional Zoom meetings.

#### Goals and Objectives

1. To examine closely and to appreciate the Hebrew Bible.
  - a. To demonstrate familiarity with the content and shape of biblical books.
  - b. To demonstrate understanding of the literary, theological, and historical contexts that inform the biblical text and which the Bible addresses.
2. To engage critically and deeply with select aspects of the biblical tradition.
  - a. To engage and evaluate diverse approaches to the interpretation of the Hebrew Bible as informed by social, political, economic, and other issues.
  - b. To discover and articulate how the Hebrew Bible has and can continue to inform Christian faith and practice.

#### Requirements

1. Regular completion of Lessons and Modules
  - **Lessons** provide the main content of the course dealing with biblical books and their interpretation. The main assignments associated with Lessons are *readings, lectures, and the examinations*.
  - **Modules** indicate that part of the course concerned with the art of interpreting biblical texts. The main assignments associated with Modules are *readings, discussions (on Zoom or Blackboard), and the exegetical paper*.
2. Online discussion (10%)
  - Topics: Discussions will be based on the Modules, which will focus on the art of interpreting biblical texts.
  - Participation: Two options exist for participation
    - **Zoom**: Synchronous Zoom sessions, which will be part lecture and part discussion, will take place most Tuesdays, 11:00–11:50 AM.
    - **Discussion Board**: Students may choose to watch a recording of the Zoom session and post a prompted response on Blackboard.
    - Details TBA.
3. Exegetical Paper (in 2 parts)
  - Writing Assignment 1: Preparatory Work (due 3/14) (10%)
  - Writing Assignment 2: Exegetical Paper (due 5/2) (30%)
  - Details TBA.
4. Examinations
  - Exam 1: exam on the Latter Prophets (due 3/28) (25%).
  - Exam 2: exam primarily on the Writings (due 5/7) (25%).
5. Final course grade will be assigned according to the following scale: A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; F = 0-69.
6. Viewing Grades: Assignment grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu. Effort will be made to grade assignments within two weeks after their due date.

### Wesley Curricular Objectives

Area	Religious Heritage			Cultural Context			Ministerial and Public Leadership			Personal and Spiritual Formation		
<b>Goal</b>	(I) Students will cultivate deep roots in the foundational biblical and theological traditions of the Christian faith			(II) Students will engage diverse cultural contexts sensitively, critically and constructively			(III) Students will hone their own skills for ministry and enable the ministry and leadership of others			(IV) Students will strive toward deeper integration intellectually, morally, emotionally and spiritually		
<b>Objectives</b>	IA	IB	IC	IIA	IIB	IIC	IIIA	IIIB	IIIC	IV A	IV B	IV C
<b>Course Objectives</b>	x	x	x	x	x					x	x	
<b>Assignment #</b>	234	234	24	234	234					234	234	

### Course Policies

1. **All Lessons and Modules** should be completed in a timely fashion within the time allotted in the course schedule. Built into the schedule is a limited amount of flexibility should students need to work ahead due to unforeseen emergencies. Failure to complete the assignments will negatively affect the course grade.

2. **All assignments** should be completed in a timely fashion and assignments turned in on or before the due date.
3. **Make-up examinations** are given only because of emergencies and must be requested in writing in advance of the exam date. Make-up examinations may differ in format from regular examinations.
4. **Writing assignments** must be submitted on or before the due date. A 3% deduction will be applied for every weekday that the assignment is late. It is the responsibility of the students to make sure that the correct file has been submitted.
5. **Students are encouraged to avail themselves of the services of the Writing Center.** For more information, contact Rev. Raedorah Stewart, the Director of the Writing Center (tel: 202-885-8671; email: [rcstewart@wesleyseminary.edu](mailto:rcstewart@wesleyseminary.edu)).
6. **In case of technological failure**, such as the unavailability of internet access due to a widespread power outage, students are expected to follow their “emergency plan” and notify the instructor as soon as possible.
7. **The best way to contact the instructor** is by email at [pcho@wesleyseminary.edu](mailto:pcho@wesleyseminary.edu). If the instructor does not respond within one business day, you may send him another email.

### Institutional Policies

1. **Accommodations:** Once admitted to Wesley, students needing accommodations must communicate with the Associate Dean for Community Life. Students will submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student. Please see our [page on Disability Accommodations for more information](#).
2. **Academic Integrity:** The rules governing academic integrity at the Seminary (see *Wesley Theological Seminary Catalog 2020-2021*, pp. 129-30) will be strictly observed. Academic dishonesty (e.g., cheating on exams, plagiarism) will not be tolerated under any circumstance and will result in substantial penalties, including the possibility of academic dismissal. The Faculty regards the following as forms of academic dishonesty: copying from another’s paper; giving or receiving unauthorized assistance to or from another student during an examination; using unauthorized material during an examination; and borrowing and presenting as one’s own (i.e., without proper attribution) the composition or ideas of another.
3. **Communication:** The Seminary considers your Wesley email account an official means of communicating with students. Blackboard accounts are also linked to your Wesley email. Please check your Wesley account regularly or have it forwarded to another account.
4. **Contacting the Instructor:** There are two ways of contacting the instructor. (1) *If you have general questions or concerns about the course, please post them on Blackboard using the “Ask the Professor” tab on the course Blackboard site.* Note that your comments and the instructor’s comments will be visible to the entire course. For this reason, the “Ask the Professor” section is a good place for you to look for answers to FAQ. (2) *For all other inquiry, please send an email to the instructor.* If you do not receive a response within one business day, please resend the email.
5. **Respectful Language:** The Seminary expects course discussion and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided.
6. **SafeAssign:** You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked

against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to adjust and ensure that all source material has been properly cited.

7. **Blackboard Administration:** Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty. Courses will be unavailable to students two months after the course has ended. Please be sure to save any course material, content, or readings prior to the course completion. If you need the course after it has become unavailable, you must contact the instructor.
8. **Technical Support:** Students must attempt to solve technical problems and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

- [Blackboard Training Materials](#)
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu)

If you have lost your password or have a problem that is not specifically Blackboard related, please contact Solutionworx at [support@solutionworx.com](mailto:support@solutionworx.com) or by phone at (703) 961-1840.

## Technical Requirements

### Microsoft Windows

- Windows 8 or 10
- Intel Core i5 or higher or AMD equivalent
- At least 16GB of free storage space

### Mac OS/X

- OS/XMac OS X 10.14 or newer
- Intel processor and at least 4 GB of RAM

### All Systems

- Up-to-date browser: Firefox, Chrome, Safari, Edge ([click here for Blackboard browser checker](#))
- Up-to-date PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of [Adobe Flash Player](#)
- Up-to-date video player:
  - Windows Media player or
  - [VideoLAN VLC media player](#)
- Up-to-date Word processor and presentation package ([Wesley Theological Seminary offers free Office 365 Basic for students click here for instructions on how to download](#))
- High speed internet connection
- Students should all have a web cam and microphone. USB headset and microphone are ideal for course meetings.

## Textbooks

### 1. A Study Bible.

Recommended translations and annotated editions include

- NRSV. *The New Oxford Annotated Bible with the Apocryphal/Deuterocanonical Books*, 3d augmented ed. Ed. M. D. Coogan. New York: Oxford University Press, 2007.
- NRSV. *The Harper Collins Study Bible: New Revised Standard Version, including the Apocryphal/Deuterocanonical Books with Concordance*. Eds. H. W. Attridge, W. A. Meeks, and J. M. Bassler. San Francisco: Harper, 2006.
- NJPS. *The Jewish Study Bible*. Eds. A. Berlin and M. Brettler. Oxford: Oxford University Press, 2004.

2. Birch, Bruce, et al., *A Theological Introduction to the Old Testament*, 2<sup>nd</sup> ed. Nashville: Abingdon, 2005.

3. Brown, William P. *A Handbook to Old Testament Exegesis*. Louisville: WJK, 2017.

4. Coogan, Michael D. and Cynthia R. Chapman, *Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, 4<sup>th</sup> ed. New York: Oxford University Press, 2018.

5. Hopkins, Denise Dombkowski, *Journey Through the Psalms*, rev. and exp. St. Louis: Chalice, 2002.

6. All other required reading assignments will be made available on Blackboard or on reserve at the library.

7. Many of the additional readings (AR) will be made available on Blackboard.

## Course Calendar

\*Calendar may be adjusted as necessary throughout the semester.

Week of	Lessons & Modules	Primary Text	Secondary Readings	Topics & Assignments
			1), 2), #) = Required Reading (AR) = Additional Reading * = available through Blackboard + = on reserve at the library MCCC = Coogan & Chapman, <i>The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures</i> BBFP = Birch et al., <i>A Theological Introduction to the Old Testament</i> WBC = <i>Women's Bible Commentary</i>	
1/25	Lesson 1 Module A		1) MCCC 288-93, 299-303. 2) BBFP 299-307. 3) *Heschel, "What Manner of Man Is the Prophet?" 3-26. 4) *Jakobson, "Linguistics and Poetics," 50-77 (read once carefully; we will reread parts of the essay throughout the semester)	<i>Introductory Remarks; From Prophet to Prophetic Literature</i>  <i>Discussion: exegesis (introduction)</i>

			<p>(AR) *Childs, "Canonical Shape of the Prophetic Literature," 46-55.</p> <p>(AR) *Clements, "Patterns in the Prophetic Canon," 191-202.</p> <p>(AR) *Wilson, "Prophecy and Society in Ancient Israel," 201-234.</p>	
2/1	Lesson 2 Module B	Isa 1-39 (read all; read 1-12, 24-27, and 36-39 carefully)	<p>1) MCCC 320-38.</p> <p>2) BBFD 318-21.</p> <p>3) *Williamson, "Recent Issues in the Study of Isaiah," 21-39.</p> <hr/> <p>(AR) *Ackroyd, Isaiah 36–39: Structure and Function," 105-20 (esp. 115-20).</p> <p>AR) *Ackroyd, "Isaiah 1–12: Presentation of a Prophet," 79–104.</p> <p>(AR) *Childs, <i>Introduction</i>, 311–38.</p>	<p><i>Outline of History;</i> <i>The Book of Isaiah;</i> <i>First Isaiah</i></p> <p><i>Discussion: exegesis</i> <i>(addresser)</i></p>
2/8	Lesson 3 Module C	Isa 40-66	<p>1) BBFP 327-80 (start reading).</p> <p>2) MCCC 388-92, 394-401, 405-7, 413-4.</p> <p>3) *Kapelrud, "The Main Concern of Second Isaiah," 164-72.</p> <p>4) *Tiemeyer, "Authorship, Dating, Redactional Development and Final Form," 13-51, esp. 26-30 on female authorship of Second Isaiah.</p> <hr/> <p>(AR) *Beuken, "Main Theme of Trito-Isaiah," 67-87.</p> <p>(AR) *Frechette, "Isaiah as Resilience Narrative."</p> <p>(AR) *Goldingay, <i>Theology of Isaiah</i>, 61-74.</p> <p>(AR) *Sommer, <i>A Prophet Reads Scripture</i>, 152-84.</p>	<p><i>Second Isaiah; Third Isaiah</i></p> <p><i>Discussion: exegesis</i> <i>(addressee)</i></p>
2/15	Lesson 4 Module D	The Book of the Twelve (Hosea; Amos)	<p>1) MCCC 303-16.</p> <p>2) BBFP 307-315.</p> <p>3) *Yee, "Hosea," <i>WBC</i> 299-308.</p> <hr/> <p>(AR) +Brown, <i>Old Testament Exegesis</i>.</p> <p>(AR) +Tiffany &amp; Ringe, <i>Biblical Interpretation: A Roadmap</i>.</p>	<p><i>Hosea; Amos</i></p> <p><i>Discussion: exegesis</i> <i>(context, contact, code)</i></p>
2/22	Lesson 5 Module E	Jeremiah	<p>1) BBFP [360-65,] 327-80 (continue reading).</p> <p>2) MCCC 355-65.</p> <p>3) *Childs, <i>Introduction</i>, 339-54.</p> <hr/>	<p><i>The Book of Jeremiah</i></p> <p><i>Discussion: exegesis</i> <i>(message)</i></p>

			(AR) O'Connor, <i>Jeremiah: Pain and Promise</i> .	
			Reading Week	
3/8	Lesson 6 Module F	Ezekiel	<p>1) BBFP 327-80 (finish reading).  2) MCCC 369-70, 375-86.  3) *Joyce, "Theological Themes," 17-32.</p> <hr/> <p>(AR) *Lyons, "Transformation of Law: Ezekiel's Use of the Holiness Code (Leviticus 17-26)," 1-32.  (AR) *Fox, "The Rhetoric of Ezekiel's Vision of the Valley of Bones," 176-90.</p>	<p><i>The Book of Ezekiel</i></p> <p><i>Discussion: exegesis (overview)</i></p> <p><i>Writing Assignment 1 (DUE 3/14)</i></p>
3/15	Lesson 7 Module G	Psalms (1-89, 93-100, 146-150)	<p>1) +Hopkins, <i>Journey through the Psalms</i>, 24-31, 77-132.  2) *Wilson, "The Shape of the Book of Psalms," 129-42.  3) *Briere and Scott, "What Is Trauma?" 9-23.</p> <hr/> <p>(AR) BBFP 381-424.  (AR) MCCC 440-9.  (AR) *Geller, "Psalms, the Book of."  (AR) *Briere, Scott, and Jones, "The Effects of Trauma," 25-61.</p>	<p><i>The Book of Psalms</i></p> <p><i>Discussion: trauma and the Hebrew Bible [note: video interviews with science and content advisors on trauma and Hebrew Bible shared]</i></p>
3/22			Exam 1: Latter Prophets	
3/29	Lesson 8 Module H	Proverbs	<p>1) *Childs, <i>Introduction</i>, 569-79.  2) *Fox, "Ideas of Wisdom in Proverbs 1-9," 613-33.  3) *Fox, "From Amenemope to Proverbs," 76-91.</p> <hr/> <p>(AR) *"Instruction of Amenemope," 237-43.</p>	<p><i>The Book of Proverbs</i></p> <p><i>Discussion: Wisdom and comparative religion</i></p>
4/5	Lesson 9 Module I	Job	<p>1) MCCC 455-9, 462-72.  2) *Fox, "Job the Pious," 351-66.</p> <hr/> <p>(AR) BBFP 381-424.  (AR) *Cho, "Suicide in the Book of Job."  (AR) +Gutierrez, <i>On Job</i>.</p>	<p><i>The Book of Job</i></p> <p><i>Discussion: Trauma and Job [note: video interview with science and content</i></p>

				<p><i>advisors on trauma and Job shared]</i></p> <p><i>Paper draft for feedback (Optional)</i></p>
4/12	Lesson 10 Module J	Ruth, Esther	<p>1) TBA</p> <p>2) *Levenson, <i>Esther</i>, 1-34</p>	<p><i>Special Lecture on "The Visual Arts as a Means of Interpreting the Biblical Text" by Prof. Margaret A. Parker; Ruth; Esther</i></p>
4/19	Lesson 11 Module K	Daniel; Gk. Daniel additions: Song of the Three, Susanna, Bel and the Dragon; 1 Macc. 1:1–4:61; 2 Macc. 2:19–10:9; Polybius, <i>The Histories</i> , XXIX.27	<p>1) MCCC 416, 422-5, 506-7, 518-24.</p> <p>2) BBFP 425-59.</p> <p>3) *VanderKam, "Apocalyptic Literature," 305-22.</p> <p>_____</p> <p>(AR) *Cook, <i>Prophecy and Apocalypticism</i>, 1-18.</p> <p>(AR) *Newsom, "Political Theology in the Book of Daniel: An Internal Debate," 557-68.</p>	<p><i>Special Lecture on Daniel by Mr. Timothy Rucker; Daniel; Apocalyptic Literature</i></p>
4/26	Lesson 12 Module L		TBD	<p><i>Trauma and the Hebrew Bible [note: discussion of trauma integrated in other lectures and discussions]</i></p> <p><i>Exegetical paper (DUE May 2)</i></p>
5/3			Exam 2: Writings	