



Queensland  
Theological College



# OT421/431/621/631 Former Prophets (1 & 2 Samuel)

QUEENSLAND THEOLOGICAL COLLEGE

## About this Unit Outline

This unit outline contains information essential to finding your way around the Unit **Former Prophets (1 & 2 Samuel)**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

**SEMESTER 2 2018**

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT's website: [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT's website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

# Information about this unit

## Unit description

This unit will introduce students to the theology and significant texts of 1 and 2 Samuel. Two-thirds of the course (26 hours) will be devoted to studying the unfolding story and theology of these two books. The remaining third (13 hours) will comprise exegesis of set texts from 1 and 2 Samuel.

## Learning Outcomes

### OT421 Learning Outcomes

On completion of the unit, students will:

#### Know and understand

1. The contents and structure of 1 and 2 Samuel
2. The themes and theological teaching of 1 and 2 Samuel
3. The major issues in contemporary study of 1 and 2 Samuel
4. The nature and methods of Old Testament exegesis
5. Selected chapters of 1 and 2 Samuel
6. The relevance of 1 and 2 Samuel to contemporary ministry

#### In order to determine the meaning of the text of 1 and 2 Samuel, be able to:

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources
2. Recognise literary form, genre and structure
3. Compare and contrast translations
4. Evaluate matters relating to authorship, date and purpose
5. Utilise the historical, religious, social and cultural contexts
6. Relate passages to their literary context
7. Establish the meaning of significant words and phrases
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and theological teachings and
10. Exegete a selection of chapters from the 1 and 2 Samuel

#### Be in a position to:

1. Exegete the text of 1 and 2 Samuel for personal understanding and for use in ministry contexts
2. Integrate perspectives from 1 and 2 Samuel into biblical interpretation and Christian thinking
3. Apply the teaching of 1 and 2 Samuel to situations and issues in contemporary Christianity and society

**OT431 Learning Outcomes**

On completion of the unit, students will:

Know and understand:

1. The contents and structure of 1 and 2 Samuel
2. The themes and theological teaching of 1 and 2 Samuel
3. The major issues in contemporary study of 1 and 2 Samuel
4. The nature and methods of Old Testament exegesis
5. Selected chapters of the Hebrew text of 1 and 2 Samuel
6. The relevance of 1 and 2 Samuel to contemporary ministry

In order to determine the meaning of the Hebrew text of 1 and 2 Samuel, be able to:

1. Use study aids such as lexicons, grammars, textual analyses, biblical and theological dictionaries, commentaries and on-line resources
2. Evaluate textual variants and issues in the history of the text
3. Recognise literary form, genres and structure
4. Assess matters relating to authorship, date and purpose
5. Utilise the historical, religious, social and cultural contexts
6. Relate passages to their literary context
7. Establish the meaning of significant words and phrases
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and theological teachings and
10. Translate and exegete a selection of chapters from the Hebrew text of 1 and 2 Samuel

Be in a position to:

1. Exegete the Hebrew text of 1 and 2 Samuel for personal understanding and for use in ministry contexts
2. Integrate perspectives from 1 and 2 Samuel into biblical interpretation and Christian thinking
3. Apply the teaching of 1 and 2 Samuel to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of 1 and 2 Samuel

### **OT621 Learning outcomes**

On completion of the unit, students will:

Know and understand:

1. The contents and structure of 1 and 2 Samuel
2. The themes and theological teaching of 1 and 2 Samuel
3. The major issues in contemporary study of 1 and 2 Samuel
4. The nature and methods of Old Testament exegesis
5. Selected chapters of 1 and 2 Samuel
6. The relevance of 1 and 2 Samuel to contemporary ministry
7. A selection of historic and contemporary interpretations of 1 and 2 Samuel

In order to determine the meaning of the text of the Pentateuch, be able to:

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources
2. Recognise literary form, genre and structure
3. Recognise issues involved in translation, including text, and word issues
4. Evaluate matters relating to authorship, date and purpose
5. Utilise the historical, religious, social and cultural contexts
6. Relate passages to their literary context
7. Establish the meaning of significant words and phrases
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and theological teachings and
10. Exegete a selection of chapters from 1 and 2 Samuel
11. Discuss interpretations of 1 and 2 Samuel

Be in a position to:

1. Exegete the text of 1 and 2 Samuel for personal understanding and for use in ministry contexts
2. Integrate perspectives from 1 and 2 Samuel into biblical interpretation and Christian thinking
3. Apply the teaching of 1 and 2 Samuel to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of 1 and 2 Samuel

**OT631 Learning Outcomes**

On completion of the unit, students will:

Know and understand:

1. The contents and structure of 1 and 2 Samuel
2. The themes and theological teaching of 1 and 2 Samuel
3. The major issues in contemporary study of 1 and 2 Samuel
4. The nature and methods of Old Testament exegesis
5. Selected chapters of the Hebrew text of 1 and 2 Samuel
6. The relevance of 1 and 2 Samuel to contemporary ministry
7. A selection of historic and contemporary interpretations of 1 and 2 Samuel

In order to determine the meaning of the Hebrew text of the Pentateuch, be able to:

1. Use study aids such as lexicons, grammars, textual analyses, biblical and theological dictionaries, commentaries and on-line resources
2. Evaluate textual variants and issues in the history of the text
3. Recognise literary form, genres and structure
4. Assess matters relating to authorship, date and purpose
5. Utilise the historical, religious, social and cultural contexts
6. Relate passages to their literary context
7. Establish the meaning of significant words and phrases
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and theological teachings
10. Translate and exegete a selection of chapters from the Hebrew text of 1 and 2 Samuel
11. Discuss interpretations of 1 and 2 Samuel

Be in a position to:

1. Exegete the Hebrew text of 1 and 2 Samuel for personal understanding and for use in ministry contexts
2. Integrate perspectives from 1 and 2 Samuel into biblical interpretation and Christian thinking
3. Apply the teaching of 1 and 2 Samuel to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of 1 and 2 Samuel

## How this Unit Contributes to the Course

1 and 2 Samuel play an important role in the unfolding history of redemption. Central biblical theological topics like Kingship, the Ark of the Covenant, and Temple are introduced and/or developed in these books. Moreover, it can be argued that unless students grasp the message of 1 and 2 Samuel, this will result in a truncated understanding of the Gospel.

This unit, then, is a fundamental part of your course. It is designed to enable you to grapple with both the details of the text and the grand themes which dominate 1 and 2 Samuel as a literary work. The unit will endeavour to enable you to read these two books sensitively, and to think through the implications of the theological issues which they raise.

## Pre-requisites and Co-requisites

Students enrolled in Former Prophets should have successfully completed OT301/501.

Hebrew exegesis students (OT431/631) need to have successfully completed LA003A/B.

## How this unit is organized & what we expect of you

The unit is taught week by week right through the Semester for 13 weeks. There are two lectures each week, which all students attend together, each of 50 minutes duration. Students in OT421 and OT621 will also meet for a 50-minute lecture and discussion dealing with the exegesis of English texts, while students in OT431 and OT631 will meet at a different time for a 50-minute lecture including translation and discussion of the Hebrew text.

For both Hebrew and English students, this unit will involve 3 hours per week of contact time.

This unit is worth 4 credit points towards your degree. At Bachelor level, a 4cp unit is considered to require a total time commitment of 6-8 hrs per week, and at MDiv level the requirement is 7-9 hours.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch with the Registrar as soon as you can if you anticipate having any difficulties with your assessments or with meeting a due date.

## Teaching staff

LECTURER AND UNIT CO-ORDINATOR

Dr Douglas Green.

P 07 3062 6939

E [dgreen@qtc.edu.au](mailto:dgreen@qtc.edu.au)

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E [library@qtc.edu.au](mailto:library@qtc.edu.au)



## Unit timetable: topics & teaching and learning activities

	LECTURE TOPIC	PASSAGES FOR EXEGESIS	READING
WEEK 1	INTRODUCTION	Heb: 1 Sam 1:1-9 Eng: 1 Sam 1:1-29	Leithart 9-37 Goldingay 1-4
WEEK 2	1 SAM 1-3	Heb: 1 Sam 1:10-19 Eng: 1 Sam 16:1-23	Leithart 39-55 Goldingay 5-33
WEEK 3	1 SAM 4-7	Heb: 1 Sam 1:20-28 Eng: 1 Sam 17:1-30	Leithart 55-67 Goldingay 33-44
WEEK 4	1 SAM 8-15	Heb: 1 Sam 17:1-12 Eng: 1Sam 17:31-58	Leithart 69-97 Goldingay 44-77
ESSAY WRITING WEEK			
WEEK 5	1 SAM 16-20	Heb: 1 Sam 17:13-25 Eng: 1 Sam 26:1-25	Leithart 99-122 Goldingay 77-97
WEEK 6	1 SAM 21-27	Heb: 1 Sam 17:26-38 Eng: 1 Sam 31:1-13	Leithart 123-150 Goldingay 97-108
WEEK 7	1 SAM 28-31	Heb: 1 Sam 17:39-51 Eng: 2 Sam 1:17-27	Leithart 151-172 Goldingay 108-116
WEEK 8	2 SAM 1-4	Heb: 2 Sam 7:1-14 Eng: 2 Sam 4:1-12	Leithart 173-199 Goldingay 116-124
WEEK 9	2 SAM 5-7	Heb: 2 Sam 7:15-29 Eng: 2 Sam 7:1-17	Leithart 201-221 Goldingay 124-136
HOLIDAYS			
WEEK 10	2 SAM 8-12	Heb: 2 Sam 11:1-13 Eng: 2 Sam 7:18-29	Leithart 223-248 Goldingay 136-142
WEEK 11	2 SAM 13-16	Heb: 2 Sam 11:24-29 Eng: 2 Sam 11:1-21	Leithart 249-274 Goldingay 143-158
WEEK 12	2 SAM 17-20	Heb: 2 Sam 12:1-12 Eng: 2 Sam 11:22-12:15	Leithart 274-291 Goldingay 158-162
WEEK 13	2 SAM 21-24	Heb: 2 Sam 12:13-25 Eng: 2 Sam 12:16-26	Leithart 293-321 Goldingay 162-185

To encourage quality discussion, please read the sections of Leithart and Goldingay that correspond to the chapters being covered in the lectures.

## OT421 (English Text) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b></p> <p><b>2200 words</b></p> <p><b>40% of the final grade</b></p>	<p>Write a <b>2200</b>-word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Does 1 Samuel characterise Saul negatively from the beginning of his story, or does the characterisation gradually change from positive to negative? Summarise the arguments that have been presented on each side of this issue and then defend your own conclusions with reference to all relevant texts.</li> <li>2. (a) What does the incident with Nabal and Abigail (1 Sam 25:2-44) contribute to the message of 1 and 2 Samuel and to the characterisation of David? AND (b) How would you preach this passage in a way that points to the Gospel?</li> <li>3. The Davidic covenant: unconditional or conditional? Give reasons for your answer.</li> <li>4. How does David's story in the second half of 2 Samuel (chapters 11-24) contribute to a biblical theology of repentance?</li> <li>5. Do the books of 1 and 2 Samuel express a messianic hope? If so, what are the contours of that hope? In your answer, reflect on how (or whether) a book that recounts past history can, in so doing, set out a vision for the future.</li> </ol>

<p><b>Exegesis Paper</b>  <b>2500 words total</b>  <b>45% of the final grade</b></p>	<p>Write a <b>2500</b>-word Exegesis Paper on the <b>English</b> text of <b>ONE</b> passage chosen from the following selection:</p> <ol style="list-style-type: none"> <li>1. 1 Sam 2:27-36 (a prophecy against the house of Eli)</li> <li>2. 1 Sam 28:3-19 (Saul consults a medium at En-dor)</li> <li>3. 2 Sam 6:16-23 (David and Michal)</li> <li>4. 2 Sam 12:15-25 (the death of the child born to Bathsheba)</li> </ol> <p><b>Note also the specific instructions concerning Christian interpretation and application below ('Guide to Assessments: Exegesis Paper').</b></p>
<p><b>Book Review</b>  <b>800 words total</b>  <b>15% of the final grade</b></p>	<p>Write <b>ONE 800</b>-word essay that answers the following question:</p> <p>Evaluate the usefulness of John Goldingay's commentary on 1 and 2 Samuel (<i>1 &amp; 2 Samuel for Everyone</i>) for preaching from these two books that is distinctly Christian. Illustrate your answer from Goldingay's treatment of <i>at least</i> one chapter from either 1 or 2 Samuel. (You may not choose passages covered in the exegesis sections of this unit or the passage you wrote on in your exegesis paper.)</p>

## OT431 (Hebrew Text) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b> <b>2200 word essay</b> <b>40% of the final grade</b></p>	<p>Write a <b>2200</b>-word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>Does 1 Samuel characterise Saul negatively from the beginning of his story, or does the characterisation gradually change from positive to negative? Summarise the arguments that have been presented on each side of this issue and then defend your own conclusions with reference to all relevant texts.</li> <li>(a) What does the incident with Nabal and Abigail (1 Sam 25:2-44) contribute to the message of 1 and 2 Samuel and to the characterisation of David? AND (b) How would you preach this passage in a way that points to the Gospel?</li> <li>The Davidic covenant: unconditional or conditional? Give reasons for your answer.</li> <li>How does David's story in the second half of 2 Samuel (chapters 11-24) contribute to a biblical theology of repentance?</li> <li>Do the books of 1 and 2 Samuel express a messianic hope? If so, what are the contours of that hope? In your answer, reflect on how (or whether) a book that recounts past history can, in so doing, set out a vision for the future.</li> </ol>

<p><b>Exegesis Paper</b>  <b>2500 words total</b>  <b>45% of final grade</b></p>	<p>Write a <b>2500</b>-word Exegesis Paper on the <b>Hebrew</b> text of <b>ONE</b> passage chosen from the following selection. You should provide your own annotated translation of your chosen passage.</p> <ol style="list-style-type: none"> <li>1. 1 Sam 10:1-8 (Samuel anoints Saul)</li> <li>2. 1 Sam 21:1-9 (David and the holy bread)</li> <li>3. 2 Sam 7:18-29 (David's response to God's promise)</li> <li>4. 2 Sam 23:1-7 (the last words of David)</li> </ol> <p><b>Note also the specific instructions concerning Christian interpretation and application below ('Guide to Assessments: Exegesis Paper').</b></p>
<p><b>Book Review</b>  <b>800 words total</b>  <b>15% of the final grade</b></p>	<p>Write <b>ONE 800</b>-word essay that answers the following question:</p> <p>Evaluate the usefulness of John Goldingay's commentary on 1 and 2 Samuel (<i>1 &amp; 2 Samuel for Everyone</i>) for preaching from these two books that is distinctly Christian. Illustrate your answer from Goldingay's treatment of <i>at least</i> one chapter from either 1 or 2 Samuel. (You may not choose passage covered in the exegesis sections of this unit or the passage you wrote on in your exegesis paper.)</p>

## OT621 (English Text) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b> <b>2600 word essay</b> <b>40% of the final grade</b></p>	<p>Write a 2600-word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Samuel's highly negative description of the 'ways of the king' in 1 Sam 8:10–18 seems to be in tension with Yahweh's later commitment to achieve his redemptive purposes through Davidic kingship (2 Sam 7). How do you resolve this apparent tension?</li> <li>2. Summarise the arguments in favour of the view that David and Jonathan were in a homosexual relationship. What are the strengths and weakness of these arguments? How would you describe the relationship between these two men? Defend your answer exegetically.</li> <li>3. Psalm 110 speaks of a king who is also a priest. In their presentation of David, do the books of 1 and 2 Samuel provide any information that could be developed into the concept of a Davidic priest-king?</li> <li>4. How might the ark narrative (2 Sam 6:1-19) be legitimately interpreted not only as a piece of history writing, but also as a text that sets out a vision of the climax of Israel's history? What is that vision and how is it fulfilled in the story of Jesus?</li> <li>5. What effect does the author's decision to conclude 1 and 2 Samuel with an account of David's sin and subsequent repentance for numbering the fighting men of Israel (2 Sam 24:1-25) have on the interpretation of the whole book and in particular the characterisation of David? (Make sure you interact with the different scholarly answers to this question.)</li> </ol>

<p><b>Exegesis Paper</b>  <b>3000 words total</b>  <b>45% of the final grade</b></p>	<p>Write a <b>3000</b>-word Exegesis Paper on the <b>English</b> text of <b>ONE</b> passage chosen from the following selection:</p> <ol style="list-style-type: none"> <li>1. 1 Sam 10:17-26 (Saul is proclaimed king)</li> <li>2. 1 Sam 17:52-58 (Saul fails to recognize David)</li> <li>3. 2 Sam 16:5-14: (Shimei curses David)</li> <li>4. 2 Sam 21:15-22 (the exploits of David’s mighty men)</li> </ol> <p><b>Note also the specific instructions concerning Christian interpretation and application below (‘Guide to Assessments: Exegesis Paper’).</b></p>
<p><b>Book Review</b>  <b>1200 words total</b>  <b>15% of the final grade</b></p>	<p>Write <b>ONE 1200</b>-word essay that answers the following question:</p> <p>What are the strengths and weakness of the exegetical method adopted by Peter Leithart in his book <i>A Son to Me: An Exposition of 1 &amp; 2 Samuel</i>? Illustrate your answer with reference to his treatment of <i>at least</i> two passages – one from 1 Samuel and the other from 2 Samuel. (You may not choose a passage covered in the exegesis sections of this unit or the passage you wrote on in your exegesis paper.)</p>

## OT631 (Hebrew Text) Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b> <b>2600 word essay</b> <b>40% of the final grade</b></p>	<p>Write a <b>2600</b>-word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Samuel’s highly negative description of the ‘ways of the king’ in 1 Sam 8:10–18 seems to be in tension with Yahweh’s later commitment to achieve his redemptive purposes through Davidic kingship (2 Sam 7). How do you resolve this apparent tension?</li> <li>2. Summarise the arguments in favour of the view that David and Jonathan were in a homosexual relationship. What are the strengths and weakness of these arguments? How would you describe the relationship between these two men? Defend your answer exegetically.</li> <li>3. Psalm 110 speaks of a king who is also a priest. In their presentation of David, do the books of 1 and 2 Samuel provide any information that could be developed into the concept of a Davidic priest-king?</li> <li>4. How might the ark narrative (2 Sam 6:1-19) be legitimately interpreted not only as a piece of history writing, but also as a text that sets out a vision of the climax of Israel’s history? What is that vision and how is it fulfilled in the story of Jesus?</li> <li>5. What effect does the author’s decision to conclude 1 and 2 Samuel with an account of David’s sin and subsequent repentance for numbering the fighting men of Israel (2 Sam 24:1-25) have on the interpretation of the whole book and in particular the characterisation of David? (Make sure you interact with the different scholarly answers to this question.)</li> </ol>



<p><b>Exegesis Paper</b>  <b>3000 words total</b>  <b>45% of the final grade</b></p>	<p>Write a <b>3000</b>-word Exegesis Paper on the <b>Hebrew</b> text of <b>ONE</b> passage chosen from the following selection. You should provide your own annotated translation of your chosen passage.</p> <ol style="list-style-type: none"> <li>1. 1 Sam 14:36-46 (Jonathan in danger of death)</li> <li>2. 1 Sam 18:6-16 (Saul becomes David's enemy)</li> <li>3. 2 Sam 5:6-10 (David gains control of Jerusalem)</li> <li>4. 2 Sam 19:24-30 (Is Mephibosheth telling the truth?)</li> </ol> <p><b>Note also the specific instructions concerning Christian interpretation and application below ('Guide to Assessments: Exegesis Paper').</b></p>
<p><b>Book Review</b>  <b>1200 words total</b>  <b>15% of the final grade</b></p>	<p>Write <b>ONE 1200</b>-word essay that answers the following question:</p> <p>What are the strengths and weakness of the exegetical method adopted by Peter Leithart in his book <i>A Son to Me: An Exposition of 1 &amp; 2 Samuel</i>? Illustrate your answer with reference to his treatment of <i>at least two</i> passages – one from 1 Samuel and the other from 2 Samuel. (You may not choose a passage covered in the exegesis sections of this unit or the passage you wrote on in your exegesis paper.)</p>

## Guide to Assessments

### General Remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook (beginning on page 31). Questions about assessments already covered in these documents will not be treated as urgent, and failure to follow the provided guidelines may significantly affect a student's marks.

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

All Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

With regard to format: all essays should be double spaced, with the left hand margin at least three centimetres wide. All pages should be numbered consecutively. In the body of the essay you should use a 12-point font, while the font for the footnotes should be no smaller than 10 point.

### Essay

By grappling with one of the above essay topics, students are given the opportunity to explore exegetical, biblical-theological and ethical issues raised in 1 and 2 Samuel, and to do so in conversation with modern scholarship. Students are expected to show thorough knowledge of the primary literature and engage deeply and sympathetically with a broad range of secondary literature that bears on their chosen topic.

### Exegesis Paper

**Note:** Students taking this unit on the Hebrew text (OT431 and OT631) must include their own translation of the selected text. **This translation must be included in the word count.**

For this assessment, students must work closely with one chosen passage from 1 and 2 Samuel, discussing structure, special issues of vocabulary and syntax, and text-critical issues as they bear on interpretation, with particular focus on the *historical* and *canonical* context (i.e., its ancient Israelite context and its canonical location within the books of 1 and 2 Samuel and the Deuteronomistic History).

Students are expected to show a thorough and detailed engagement of the details of the text chosen for exegesis, with supporting engagement of secondary literature (especially on disputed points of interpretation).

The appended bibliography provides a list of most of the academic commentaries held by the QTC library. Note that the commentaries that you should consult first are marked with an asterisk. Most of these are in the conservative or moderately critical tradition. However, you are strongly encouraged to go beyond this initial selection and refer to other commentaries listed below. In addition to consulting the commentaries, you should also search the ATLA and JSTOR databases and make use of any articles that might be relevant to your exegesis.

To that end, note the following:

1. Students in OT421 and 431: you are expected to interact with **at least four academic commentaries** from the list below and **at least two articles** from journals or books other than commentaries.
2. Students in OT621 and 631: you are expected to interact with **at least six academic commentaries** from the list below and **at least three articles** from journals or books other than commentaries.

**On the use of commentaries and scholarly articles and essays:**

1. Do your own exegesis of the text *before* you consult the commentators.
2. Make *judicious* use of the commentaries and other second material. Do not slavishly follow one or two commentators. Use their insights to support *your* exegesis. That said, if you find that no commentator agrees with your interpretation, you might want to pause and ask yourself some hard questions.
3. Be aware of the scholar's theological and hermeneutical perspective, but at the same time be open to gaining fresh insights from those outside your own theological tradition.
4. Recognize the strengths and weaknesses of scholarly commentaries and articles. An example of strengths: academic commentaries usually engage in a close and careful reading of the text. But they have weaknesses as well. They might skirt around the very exegetical issue you want them to address. Or, when you move towards *Christian* interpretation and application of the text (see below), you will often find academic commentaries and other scholarly discussions of your text less useful. Why? Modern scholarship tends to focus on what a text *meant* in its original context and is usually less interested in what it *means* today for Christian audiences. That is not necessarily a bad thing, but it's important to understand what each commentary is seeking to achieve.

**Important instruction:** While the primary focus of this assignment is on exegesis and interpretation, note the following instructions carefully.

You should devote *about* 75-85% of the essay to grammatical-historical exegesis of your chosen text, i.e., what it would have *meant* to its original audience. In the final 15-25% of the essay you should engage in:

- (a) *Christian reinterpretation* of the text, by asking, does the Gospel of Jesus Christ – the story of his life, death, resurrection, exaltation, outpouring of the Spirit etc. – make any difference to my interpretation of the text? In other words, you will reinterpret the text from a 'full-canonical' and post-resurrection, or 'Christotelic', perspective.
- (b) *Christian application* of the text: in the light of both your grammatical-historical and 'full-canonical' interpretation suggest a brief *application*. You are free to choose the setting and audience you are addressing, e.g., sermon, evangelistic message, Bible study, in the context of the church, university, youth group etc.

## Learning Resources

### Abbreviations (from the *SBL Handbook of Style*)

AB	Anchor Bible
ApOTC	Apollos Old Testament Commentary
IBC	Interpretation: A Bible Commentary for Teaching and Preaching
NIB	<i>The New Interpreter's Bible</i> . Edited by Leander E. Keck. Nashville: Abingdon
NAC	New American Commentary
NCB	New Century Bible
NIBCOT	New International Biblical Commentary on the Old Testament
NICOT	New International Commentary on the Old Testament
OTL	Old Testament Library
SHBC	Smyth & Helwys Bible Commentary
TOTC	Tyndale Old Testament Commentaries
WBC	Word Biblical Commentary

### Required Texts

Goldingay, John. *1 & 2 Samuel for Everyone*. Louisville: Westminster John Knox, 2011.

Leithart, Peter. *A Son to Me: An Exposition of 1 & 2 Samuel*. Moscow, ID: Canon, 2003.

### Recommended

#### **Introduction to the Historical Books**

McConville, Gordon, and Philip Satterthwaite. *Exploring the Old Testament, Volume 2: The Histories*. London: SPCK, 2007.

Howard Jr., David M. *An Introduction to the Old Testament Historical Books*. Chicago: Moody, 1993.

#### **Commentaries** (recommended commentaries are marked with an asterisk)

Alter, Robert. *The David Story: A Translation with Commentary of 1 and 2 Samuel*. New York: Norton, 1999.

Anderson, A. A. *2 Samuel*. WBC 11. Dallas: Word, 1989.

Arnold, Bill T. *1 and 2 Samuel*. NIV Application Commentary, Grand Rapids: Zondervan, 2003.

\*Auld, A. Graeme, *I & II Samuel: A Commentary*. OTL. Louisville: Westminster John Knox, 2011.

Baldwin, Joyce G. *First and Second Samuel*. TOTC. Leicester: Inter-Varsity, 1988.

Baron, Robert, *2 Samuel*. Brazos Theological Commentary. Grand Rapids: Brazos, 2015.

\*Bergen, Robert D. *1, 2 Samuel*. NAC 7. Nashville; B&H, 1996.

Birch, Bruce. "The First and Second Books of Samuel." Pages 947-1383 in *NIB. Volume 2*. Nashville: Abingdon, 1998.

Bodner, Keith, *1 Samuel: A Narrative Commentary*. Sheffield: Sheffield Phoenix, 2008.

Brueggemann, Walter. *First and Second Samuel*. IBC. Louisville: John Knox, 1990.

Cartledge, Tony W. *1 & 2 Samuel*. SHBC 7. Macon, GA: Smyth & Helwys, 2001.

Chapman, Stephen B. *1 Samuel as Christian Scripture: A Theological Commentary*. Grand Rapids: Eerdmans, 2016.

- Chisholm, Jr., Robert B. *1 & 2 Samuel*. Teach the Text Commentary. Grand Rapids: Baker, 2013.
- Davis, Ralph Dale. *1 Samuel: Looking at the Heart*. Focus on the Bible Commentary. Fearn: Christian Focus, 2000.
- \_\_\_\_\_. *2 Samuel: Out of Every Adversity*. Focus on the Bible Commentary. Fearn: Christian Focus, 1999.
- Evans, Mary J. *The Message of Samuel*. Bible Speaks Today. Leicester: Inter-Varsity, 2004.
- \*Firth, David G. *1 & 2 Samuel*. ApOTC 8. Downers Grove, IL: InterVarsity, 2009.
- \*Gordon, Robert P. *I & II Samuel: A Commentary*. Carlisle: Paternoster, 1986.
- Hertzberg, Hans Wilhelm. *I & II Samuel*, OTL. Philadelphia: Westminster, 1994.
- Jobling, David. *1 Samuel*. Berit Olam. Collegeville, MN: Liturgical, 1998.
- Klein, Ralph W. *1 Samuel*. WBC 11. Waco, TX: Word, 1983.
- Mauchline, John. *First and Second Samuel*. NCB. London: Oliphants, 1971.
- McCarter, P. Kyle. *I Samuel*. AB 8. New York: Doubleday, 1980.
- \_\_\_\_\_. *II Samuel*. AB 9. New York: Doubleday, 1984.
- Miscall, Peter. *1 Samuel: A Literary Reading*. Indiana Studies in Biblical Literature. Bloomington: Indiana University Press, 1980.
- Morrison, Craig E. *2 Samuel*. Berit Olam. Collegeville, MN: Liturgical, 2013.
- Murphy, Francesca Aran. *1 Samuel*. Brazos Theological Commentary. Grand Rapids: Brazos, 2010.
- Payne, David F. *I & II Samuel*. Daily Study Bible. Louisville: Westminster John Knox, 1982.
- \*Tsumura, David Toshio. *The First Book of Samuel*. NICOT. Grand Rapids: Eerdmans, 2007.
- Vannoy, J. Robert. *1-2 Samuel*. Cornerstone Biblical Commentary 4a. Carol Stream, IL: Tyndale House, 2009.
- Youngblood, Ronald F. "1 and 2 Samuel." Pages 21-614 in *The Expositor's Bible Commentary*, rev. ed. Eds. Tremper Longman III and David E. Garland. Grand Rapids: Zondervan, 2009.

### **Specialised Studies**

- Bailey, Randall C. *David in Love and War: The Pursuit of Power in 2 Samuel 10-12*. JSOTSup 75. Sheffield: Sheffield Academic, 2000.
- Bodner, Keith. *David Observed: A King in the Eyes of His Court*. Hebrew Bible Monographs 5. Sheffield: Sheffield Phoenix, 2008.
- \_\_\_\_\_. *National Insecurity: A Primer on the First Book of Samuel*. Toronto: Clements, 2003.
- \_\_\_\_\_. *Power Play: A Primer on the Second Book of Samuel*. Toronto: Clements, 2004.
- Gilmour, Rachelle. *Representing the Past. A Literary Analysis of Narrative Historiography in the Book of Samuel*. VTSup 143. Leiden: Brill, 2011.
- Polzin, Robert. *Samuel and the Deuteronomist: A Literary Study of the Deuteronomistic History: Part Two: 1 Samuel*. Indiana Studies in Biblical Literature. Bloomington: Indiana University Press, 1989.

\_\_\_\_\_. *David and the Deuteronomist: A Literary Study of the Deuteronomistic History: Part Three: 2 Samuel*. Indiana Studies in Biblical Literature. Bloomington: Indiana University Press, 1993.

**Collected Essays**

Auld, A. G., and E. Eynikel, eds. *For and Against David: Story and History in the Books of Samuel*. BETL 232. Leuven: Peeters, 2010.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4