

Samuel—Kings (Winter 2021)



Faculty Information:

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Course Description

These books describe the 'Monarchy Period' of Israel's history. Beginning with the last of the judges, this study covers the United and Divided Kingdoms of Israel with her exploits in international politics and religious apostasy leading to exile.

Course Objectives

- 1) To hear what God has communicated through these four books of Scripture (BIBLE).
- 2) To conform ourselves more closely to God's will as it is expressed in these books and to avail ourselves of the examples He has provided (MINISTRY).
- 3) To reflect on the effects of culture on God's people (WORLDVIEW).

Course Evaluation

BIBLE (50% of total grade)

- Notebook: Passage Summaries (5%)
- Quizzes over each book (10% each, for a total of 40%)
- Class Participation (5%)

MINISTRY (25% of total grade)

- Notebook: Application (5%)
- Lesson Manuscript—Written (15%)
- Lesson Manuscript—Oral (5%)

WORLDVIEW (25% of total grade)

- Notebook: Worldview Notes (5%)
- Historical Background/Cultural Context Paper (15%)
- Class Participation (5%)

Required Readings

- A Bible. You may use the version of your choice; I will primarily be using the ESV.
- Bergen, Robert D. *1, 2 Samuel*. NAC 7. Nashville, TN: Broadman & Holman, 1996.
- House, Paul R. *1, 2 Kings*. NAC 8. Nashville, TN: Broadman & Holman, 1995.

Course Schedule

	Date	Text Covered	Reading	Major Assignment
Week 1	1/12	1 Samuel 1–7	Bergen, 57–109	
Week 2	1/19	1 Samuel 8–15	Bergen, 110–176	
Week 3	1/26	1 Samuel 16–24	Bergen, 177–243	
Week 4	2/2	1 Samuel 25–31	Bergen, 244–284	Quiz 1 (1 Samuel)
Week 5	2/9	2 Samuel 1–5	Bergen, 285–318	<i>Choose Text for Lesson</i>
Week 6	2/16	2 Samuel 6–13	Bergen, 319–387	<u>Background Topic Choice</u>
Week 7	3/2	2 Samuel 14–21	Bergen, 388–450	
Week 8	3/9	2 Samuel 22–24	Bergen, 451–481	Quiz 2 (2 Samuel)
Week 9	3/16	1 Kings 1–8	House, 85–150	
Week 10	3/23	1 Kings 9–14	House, 150–195	<i>Draft Lesson</i>
Week 11	3/30	1 Kings 15–22	House, 195–242	Quiz 3 (1 Kings)
Week 12	4/6	2 Kings 1–8	House, 242–285	<u>Draft Backgrounds Paper</u>
Week 13	4/13	2 Kings 9–17	House, 285–349	<i>Lesson</i>
Week 14	4/20	2 Kings 18–25	House, 349–396	<u>Backgrounds Paper</u>
Week 15	4/27	(Overflow)/Oral Presentations		Quiz 4 (2 Kings)

Assignments Description

Notebook

This weekly assignment consists of three parts (corresponding to the three parts of the learning paradigm). For the passage summaries, I am expecting a sentence or two per chapter describing its contents. Pick one narrative from the chapters to be covered in class that week and write a reflection (one or two paragraphs) on the application of the chosen narrative to your life personally and/or the life of the church collectively. Likewise, pick one narrative from the chapters to be covered in class that week and write one or two paragraphs detailing how that passage illustrates components of a biblical worldview, either positively or negatively. Please submit a file to the appropriate dropbox in Populi by 5:00 PM on Monday. (The dropbox is labelled as part of the Bible component, but just upload one file with all three parts. I will set up separate grade-only assignments for the other components).

Quizzes

There will be a total of four quizzes spread through the semester, one for each book. The quizzes cover both the text itself and our class discussions. In particular, each quiz will contain a question asking you to put the events of the text in order and a set of key verses to memorize.

Lesson Manuscript

Students are expected to prepare a lesson manuscript on a text of their choosing from the books of Samuel and Kings. Please advise me of your chosen text by the end of Week 5. The final paper is due by the end of Week 13, but I will provide feedback on drafts submitted to me by the end of Week 10. This manuscript should be at least 1500 words, typed in Times New Roman font (12 pt. for the body, 10 pt. for the footnotes), double-spaced. Please cite at least seven sources. Footnotes should be formatted according to the *SBL Handbook of Style*, 2nd edition. The bibliography should contain everything cited in the footnotes. Papers should address each of the following questions clearly:

- (1) How does this passage relate to the rest of the book?
- (2) What are the relevant features of the historical/cultural background?
- (3) What is the main idea of the passage?
- (4) How does the author support this main idea?
- (5) How does this main idea affect our lives today?

Backgrounds Paper

Students are expected to choose a historical or cultural topic, research its relevance for understanding the texts of Samuel and Kings, and reflect on how the cultural context in which God's people found themselves affected their worldview. Please advise me of your choice by the end of Week 6. The final paper is due Week 14, but I will provide feedback on drafts submitted to me by the end of Week 11. The length, source, and formatting requirements for this paper are the same as the previous one. Papers should address each of the following questions clearly:

- (1) What prompted you to choose this topic?
- (2) What did you learn about this topic (i.e., summarize the findings of your research)?
- (3) What light do your findings cast on your understanding of the books of Samuel and Kings?
- (4) What light do your findings cast on the effect of the surrounding culture on God's people?

Oral Presentation

Students are expected to summarize their papers orally during the class meeting for Week 15. You will each have 15 minutes, divide them between the two papers as you see fit. Make sure, however, that you touch on each of the five questions for the exegetical paper and the four questions for the cultural context paper.

Policies and other information

Attendance (From the GLBC Catalogue)

Students are required to attend classes regularly. One unexcused absence for every credit hour in a given course may be permitted, i.e. per one-hour class. Two percent (2%) of the course grade per academic hour for each hour of classroom instruction missed may be deducted for each unexcused absence beyond the above.

Late Work (From the GLBC Catalogue)

Assignments for the term are listed in the syllabus supplied for each course. Every assignment so listed must be completed to pass the course. Late submission of assignments need not be accepted by the instructor. Extenuating circumstances and emergencies will be taken into consideration. If a late assignment is accepted, a grade reduction of 5% per instructional day may be assessed.

Bibliography (In Progress)

Archer, Jr., Gleason L. *Survey of Old Testament Introduction*. Updated and revised edition. Chicago: Moody, 1994.

Arnold, Bill T. and H.G.M. Williamson, eds. *Dictionary of the Old Testament: Historical Books*. Downer's Grove, IL: IVP Academic, 2005.

- Auld, Graeme. "1 and 2 Samuel." Pages 213–45 in *Eerdmans Commentary on the Bible*. Edited by James D.G. Dunn and John W. Rogerson. Grand Rapids: Eerdmans, 2003.
- Barry, John D. *The Lexham Bible Dictionary*. Revised and expanded ed. Lexham Bible Reference Series. Bellingham, WA: Lexham, 2016.
- Bergen, Robert D. *1, 2 Samuel*. New American Commentary 7. Nashville, TN: Broadman & Holman, 1996.
- Chisholm, Jr., Robert B. *Interpreting the Historical Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids: Kregel, 2006.
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- House, Paul R. *1, 2 Kings*. New American Commentary 8. Nashville, TN: Broadman & Holman, 1995.
- Manor, Dale C. "Books of History." Pages 187–322 in *College Press NIV Commentary: Old Testament Introduction*. Joplin, MO: College Press, 2005.
- VanGemenen, Willem A. *New International Dictionary of Old Testament Theology and Exegesis*. 4 vols. Carlisle: Paternoster, 1996.