



**Course Syllabus**  
**WYB3394H/WYB6394H**  
**Power and Kingship: Toward an Old**  
**Testament Theology of Divine and**  
**Human Kingship**  
**Wycliffe College**  
**Toronto School of Theology**  
**May 2024**

### ***Instructor Information***

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Instructor: Lissa M. Wray Beal, PhD, Professor of Old Testament  
Office Location: #228, Wycliffe faculty offices  
E-mail: [lissa.wraybeal@wycliffe.utoronto.ca](mailto:lissa.wraybeal@wycliffe.utoronto.ca)  
Office Hours: Daily 3-4 pm May 6-10. Before/after course by email and/or appointment by zoom or in person.

### ***Course Identification***

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Course Number: WYB3394H/WYB6394H  
Course Format: In-person. Synchronous online possible for distant BD students only. A 3000- and 6000-level course  
Course Name: Power and Kingship: Toward an Old Testament Theology of Divine and Human Kingship  
Course Location: Wycliffe College  
Class Times: Monday-Friday, May 6-10, Eastern Time: 9:00 am-3:00 pm (approx.). Lunchtime: 12:00-1:00 pm  
Prerequisites: None

### ***Course Description***

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What does it mean to pray the words, “Thy Kingdom Come” in the Lord’s Prayer? How does one exercise power in leadership? In an era of at-times abusive, and often failed leadership, this course opens an Old Testament theology of divine and human kingship and power. Focused on the Old Testament in its ancient and literary contexts and with attention to a New Testament *telos*, it explores several *loci* in which God’s kingship is expressed. These may include creation, covenant, worship, warfare, the monarchy, and Israel’s history. Extending God’s sovereign rule, the office of human king is explored in its various stages including inception, development, and failure. The consideration of key biblical texts works toward forming a biblical theology of God’s kingship within the Old Testament, and its ultimate fulfillment in Jesus Christ.

## Course Resources

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### Required Course Texts/Bibliography

The textbooks for this course are available through the U of T Bookstore's website, which offers shipping or in-store pickup for physical texts. Enter your UTORid into the Bookstore's textbook tool at [https://uoftbookstore.com/buy\\_textbooks.asp](https://uoftbookstore.com/buy_textbooks.asp) to get a personalized list of all the textbooks for the courses you're enrolled in.

### Books Required:

#### Daily Reading for Classes (see course outline below):

- (AD and BD Students) Selected chapters from *Characters and Characterization in the Book of Samuel*. Edited by Keith Bodner and Benjamin J. M. Johnson. LHBOTS 669. London: T & T Clark, 2020. (Available online through U of T library system).
- (AD and BD Students) Selected chapters from *Characters and Characterization in the Book of Kings*. Edited by Keith Bodner and Benjamin J. M. Johnson. LHBOTS 670. London: T & T Clark, 2020. (Available online through U of T library system).
- (AD and BD Students) Additional readings as noted on the course outline below. (Available online through U of T library system or posted to Quercus in Modules Tab).
- (AD and BD Students) Recommended for familiarity: pertinent sections on daily biblical texts from *Ancient Christian Commentary on Scripture: Joshua, Judges, Ruth, 1-2 Samuel; Ancient Christian Commentary on Scripture: 1-2 Kings, 1-2 Chronicles, Ezra, Nehemiah, Esther*. (Available online through U of T library system)

#### Post Course Reading:

- (BD Students only; recommended for AD Students) *The Return of the Kingdom: A Biblical Theology of God's Reign* by Stephen G. Dempster. Essential Studies in Biblical Theology. Downers Grove: IVP, 2024. (Release date: March 19, 2024; requested for library collection and may be available through U of T library system).
- (AD Students only) *YHWH is King: The Development of Divine Kingship in Ancient Israel* by Shawn W. Flynn. VTSup 159. Leiden: Brill, 2014. (Available online through U of T library system).

#### Additional Recommended Books and Resources

- An audio version of the Bible is available for download here: <http://www.bible.is/apps>.
- <https://thebibleproject.com/> This is a crowd-funded project with great video presentations of biblical books and other topics.
- Check out another great resource [www.bibleodyssey.org](http://www.bibleodyssey.org)

#### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus). Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

## Course Learning Objectives/Outcomes

Wycliffe College

### BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

AREA OF OUTCOME	COURSE OUTCOMES By the end of this course, students will	ACHIEVED THROUGH COURSE ELEMENT This outcome will be achieved through these course elements
IN RESPECT OF GENERAL ACADEMIC SKILLS	<ul style="list-style-type: none"> <li>-critically analyze and evaluate a thesis and its presentation</li> <li>-demonstrate basic-degree-level writing skills</li> <li>-develop skill in analyzing primary and secondary research material, devising a thesis and assembling arguments to support it, and interpreting the research data</li> <li>-analyze readings and formulate questions in response</li> </ul>	<ul style="list-style-type: none"> <li>-preparation of a critical book interaction</li> <li>-preparation of critical book interaction and final paper</li> <li>-final paper</li> <li>-readings and in-class discussion</li> </ul>
IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	<ul style="list-style-type: none"> <li>-identity the content, structure, and themes of the book of Kings and the kingship of God throughout the OT/NT</li> <li>-consider ethical implications the narratives of kings raise</li> <li>-identify and evaluate examples of interpretation of select Kings texts throughout history and in the modern era</li> </ul>	<ul style="list-style-type: none"> <li>-discussion of readings and lectures; final research paper</li> <li>-critical book interaction and seminar</li> <li>-readings, lectures, and class discussion</li> <li>-reading and discussion of premodern and modern examples of biblical interpretation</li> </ul>
IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	<ul style="list-style-type: none"> <li>-read and analyze a biblical book and suggest ideas for its application for the church today</li> <li>-reflect on the book of Kings and its narrative presentation of ethics and the impact of both on one's personal faith</li> </ul>	<ul style="list-style-type: none"> <li>-final paper; reading biblical interpreters</li> <li>-critical book interaction; course lectures, readings and discussion; final paper</li> <li>-evaluation of a sermon</li> </ul>

IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	-formulate faithful responses to inquiries posed to student regarding Old Testament ethics, use of power, and worship	-critical interaction; lectures and readings -evaluation of a sermon
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### Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS:</b> <i>In this course students are expected to demonstrate the following:</i>		
<b>1. Depth and Breadth of Knowledge</b> is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	Students in this course will analyze, research, and discuss the book of Kings and the OT more broadly to interpret its presentation of divine and human kingship; they will discuss and evaluate different scholarly approaches to the presentation of Yahweh’s kingship, formulating their own understanding of same	Lectures, class discussion, critical interaction, final paper
<b>2. Research and Scholarship</b> is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	Students in this course will identify and research a particular passage or issue that illuminates the kingship of God, appraising and incorporating scholarship towards supporting a proposed thesis; they will organize and prepare to communicate their findings in written form; they will identify potential further research directions and connections to the New Testament suggested by their research of the passage	Final Research Paper; critical interaction.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p><b>3. Level of Application of Knowledge</b> is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>Students in this course will prepare an original work of research, analyzing a selected passage or issue (applying any acquired Hebrew skills), engaging and evaluating a breadth of scholarship, and preparing and defending a stated thesis; students will read broadly on the topic of God’s kingship, and engage readings on characters in the book of Kings</p>	<p>Final research paper; critical interaction; reading commentaries and assigned course readings</p>
<p><b>4. Professional Capacity or Autonomy</b> is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<p>Students will identify major issues for ongoing research in the book of Kings and the OT more broadly on the topic of divine and human kingship; students will appraise arguments on the issue of divine kingship and its development within Israelite literature so as to apply that knowledge to preaching/teaching in church contexts, and further research</p>	<p>Course lectures and readings; critical interaction; final paper; evaluation of a sermon</p>
<p><b>5. Level of Communication Skills</b> is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>Students will prepare a final research paper that formulates a defensible thesis, assesses a breadth of research, constructs a defensible and measured argument to defend the thesis, and demonstrates AD-level writing skill</p>	<p>Final research paper, interaction with colleagues on readings</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p><b>6. Awareness of the Limits of Knowledge</b> is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>Students will recognize the ongoing nature of research on divine and human kingship, its timeliness in post-colonial contexts, and the interplay of hermeneutics, social location, and ecclesial location necessary to the task</p>	<p>Lectures and course readings, research paper, critical interaction</p>

## Evaluation

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### Requirements

- Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.
- Preparation for each class is also expected and will enrich in-class discussion and the experience of you and your colleagues. See the course outline for assigned biblical text, textbook, and additional readings.
- All written assignments are to be submitted on Quercus.
- Plagiarism is a serious offense. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

The final grade for the course will be based on evaluations in the following areas:

(1) **Participation (10%)** – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions and group work. A rubric for participation assessment is found at the end of this syllabus.

(2) **Reflection on Hauerwas sermon (15%; due on Quercus by 11:59 on Tuesday, May 7, 2024)**. Read the sermon by Hauerwas entitled “King Jesus.” In no more than 2 pages (double-spaced, typed, 12-point Times New Roman, 1” margins) reflect thoughtfully on his sermon idea that Jesus’s kingship calls the church to be a “sign for the world that we are not condemned to live violently” (p. 207). You might interact with various aspects of the sermon, considering them in light of the course materials, and/or reflect on the sermon’s message in today’s world. Be sure to engage where/how you (dis)agree with Hauerwas.

(3) **Critical Book Interaction (30%; due on Quercus by 11:59 Monday June 10, 2024)** 5-6 pages (8 pages for AD students) of written work excluding any title or content pages, typed in 12-point Times New Roman font and double space with one-inch margins).

(a) BD Students interact with Dempster, *The Return of the Kingdom*

(b) AD Students interact with Flynn, *YHWH is King*

(4) **Final Research Paper (45%; due on Quercus by 11:59 pm Friday, June 28, 2024).** See detailed instructions below for BD/AD students for length.

(a) **BD Students:** This assignment will present an analysis of King Ahaz (2 Kings 16) with attention to how the narrative art portrays the king and with consideration of other factors (historical background, canonical context). The paper should be 3,000-4,000 words (exclusive of footnotes and bibliography), typed in 12-point Times New Roman, double-spaced, with 1-inch margins. It should include a bibliography of all resources cited or which significantly informed the student's work.

**The paper should answer this question: How is Ahaz characterized in this account (as good? bad? both?) and how does the narrative art achieve this characterization?** To prepare this paper follow these steps:

First, read Yairah Amit's "Narrative Art" in IVP's *Dictionary of the Old Testament: Historical Books* (available online through U of T library). It will state clearly how to work with the narrative method we have seen demonstrated in the course readings.

Then, read 2 Kings 16 several times, making notes of ways in which you see the chapter's narrative art works to characterize Ahaz. Then, consult several additional master's-level resources (such as commentaries, monographs, journal articles) to consider other aspects (such as historical background, canonical connections and contexts) that further inform your developing thesis.

Finally, present your research in written form. Be sure to state your thesis (see the question posed above) early in the paper. Include an introduction and conclusion. Develop your thesis in a logical and systematic way, using examples from the biblical text and your readings to support your thesis. In a final paragraph or two, reflect on how the portrayal of Ahaz might speak to today's church. Throughout, pay attention to spelling and grammar, and use footnote citations for any material taken or quoted from other resources. Biblical citations may be included in-text using parenthesis.

(b) **AD Students:** Prepare a research paper on an aspect of Yahweh's kingship in the Old Testament. The paper should be approximately 4,000-5,000 words in length (exclusive of notes and bibliography). This may be engaged through exploration of a biblical text (for example, a psalm(s), the exodus event, the creation account), through a thematic study spanning a book or larger corpus, or a critical discussion of an aspect of the scholarly discussion on the topic. Be sure to include an introduction that outlines your thesis and method of approach, and a conclusion that summarizes your work and suggests applications to the NT and/or areas for further research. The body of the paper should explore the topic in a logical way that builds an argument to support your thesis. Pay attention to spelling and grammar. Use footnote citations for any material taken or quoted from other resources. Biblical citations may be included in-text using parenthesis. You are encouraged to first discuss your proposed topic with me.

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable

0-69 (FZ)          Failure

### **Grading System - Graduate Degree Students**

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

### ***Policy on Late Assignments and Course Extensions (BD; Nov 2022)***

***Late Assignments and Extensions (BD).*** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted.** The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

***Policy on Course Extension (BD)*** Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.



**Late work (Graduate).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

### **Wycliffe Plagiarism Policy (November, 2022)**

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges

[http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor's invitation, a report shall be made to the program director and copied to the Registrar and to the student.
3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor's discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

**Use of AI.** Use of AI generated material (such as ChatGPB or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

**Recording Policy.** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.
- Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

**Back-up copies.** Please make back-up copies of essays before handing them in. Assignments must be submitted through Quercus unless otherwise specified.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end

up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## Course Schedule

Note: Readings are available online through the U of T library. Those not so available are marked with an asterisk and can be found on the course Quercus page in the Modules tab.

ACCS is *Ancient Christian Commentary on Scripture: 1-2 Kings, 1-2 Chronicles, Ezra, Nehemiah, Esther*. Edited by M. Conti. And *Ancient Christian Commentary on Scripture: Joshua, Judges, Ruth, 1-2 Samuel*. Edited by J. Franke.

Class/Day	Topic	Read before class/Due dates
<b>1 Monday</b>	Introduction  The kingship of God in creation	
<b>2 Tuesday</b>	The kingship of God in salvation  The kingship of God in justice	Hauerwas, "King Jesus" in <i>Minding the Web</i> * <b>Due by 11:59 pm: 2-page reflection on Hauerwas</b>
<b>3 Wednesday</b>	"Give us a king!" – the move to human kingship in Israel (1Samuel 8-12)  David: a flawed leader; a prophetic witness (1 Samuel 16-2 Samuel 24)	Middleton, "Orthodox Theology, Ulterior Motives in Samuel's Farewell Speech?" in <i>Characters in Samuel</i>  Bodner and Johnson, "David: Kaleidoscope of a King" in <i>Characters in Samuel</i>  Recommended: Barton, "Characterization and Ethics" in <i>Characters in Kings</i> Recommended: ACCS, sections on today's biblical texts
<b>4 Thursday</b>	Solomon: wisdom and folly (1 Kings 1-11)  Jeroboam: squandered potential (1 Kings 11:26-14:20)	Frisch, "Portrait of Solomon" in <i>Characters in Kings</i>  Leithart, Commentary on 1 Kings 11–14 in <i>1 &amp; 2 Kings</i> *  Recommended: ACCS, sections on today's biblical texts

<b>5 Friday</b>	<p>Jehu: a hero reformer? (2 Kings 9, 10)</p> <p>Josiah: better than all; not good enough (2 Kings 21-25)</p>	<p>Wray Beal, "Jezebel and Jehu"*</p> <p>García-Treto, "Fall of the House"*</p> <p>Chun, "To Reform or Not to Reform" in <i>Characters in Kings</i></p> <p>Recommended: ACCS, sections on today's biblical texts</p>
<b>Monday, June 10 by 11:59 pm on Quercus</b>	<b>Due:</b> Critical Book Interaction	
<b>Friday, June 28 by 11:59 pm on Quercus</b>	<b>Due:</b> Final Paper	

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## Participation Rubric

CLASS PARTICIPATION Guide and Rubric	5 - Excellent Participation	4 - Good Participation	3 - Average Participation	2 - Below Average Participation	1 - Unacceptable Participation
Class discussion/ Peer interaction/ Pair work	Consistently and actively supports, engages, listens and responds to peers. Takes initiative in interaction. Participates in a meaningful way in class discussions. Stays on task.	Makes a real effort to interact with peers daily but does not take initiative. Some active participation in class discussions. At times deviates from task.	Some effort to interact with peers but does not take initiative. Minimal participation in class discussions. Sometimes deviates from task.	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Virtually no interaction with peers and does not participate in class discussions.
Preparation	Arrives fully prepared at every class session.	Arrives mostly, if not fully, prepared.	Arrives generally prepared.	Preparation is inconsistent.	Rarely or never prepared.
Contributes in a meaningful way	Comments often advance the level and depth of classroom <u>dialogue</u> ; elicits the contributions of others.	Relevant comments are based on assigned material; elicits the contributions of others.	When prepared, (which is most of the time) relevant comments are based on assignments.	When prepared, some relevant comments are based on assignments, some comments not relevant and deviate from assignments.	Class contributions lack relevance or almost never comments.
Attention	Consistently attends to instruction and presentations; does not disrupt others ability to listen. Always pays attention.	Mostly attends to instruction and presentations and does not disrupt others; does not do other work during instruction and pays attention well.	Sometimes attends to instruction and does not disrupt others; does not do other work during instruction and/or pays attention some of the time.	Sometimes disruptive of others during instruction; sometimes does other work during instruction and/or lacks attention sometimes.	Frequently disruptive during instruction and/or does other work during instruction; rarely pays attention.

### You may positively affect your participation grade by:

1. Attending class and actively participating in a meaningful way.
2. Preparing for each class.
3. Making effective comments that raise overall level of discussion. (Comments that are off task and disruptive will negatively affect your grade).
4. Assisting and helping other classmates during active class work and staying on task.
5. Asking thoughtful questions that will enhance discussion and engage peers.
6. Asking questions when you don't understand or would like a second explanation. Often there are others that will benefit as well.
7. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve other's learning experience and your own.
8. Taking care never to make negative, offensive, and/or disrespectful comments during discussion.
9. Being respectful and kind towards every person in the class.

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### How to Prepare a Critical Book Interaction

The following steps will help you prepare a critical interaction with the book. Your interaction should be 5-6 pages (for BD students) or 8 pages (for AD students; see also note #6 below), typed, double-spaced:

1. Begin by citing the author's name, book title, and publication information at the top of the page.
2. A critical interaction *is not* a book review and as such, does not include a chapter-by-chapter summation of the book's contents (I know what is in the book; don't use precious space telling me!). Instead, in a paragraph or two, state the author's thesis (i.e., what is the book arguing, or, what is the book attempting to do?) and the method(s) by which the author seeks to pursue that thesis.
3. A critical interaction *is* your discussion of select **key** issues, arguments, or assumptions that the author brings to the book and explores in its pages. Here, you must interact *critically* with them. That is, you must express (dis)agreement of some of these key ideas, and specifically state the nature of your (dis)agreement. Rather than giving a shopping list of many issues and simply a brief notation of agreement or disagreement, a critical interaction should explore that (dis)agreement. For instance: Why do you (dis)agree? Where is the author's argument flawed or helpful? What are its implications? Etc. Remember that no book is perfect, and rarely without merit, so be sure to express both points of disagreement and agreement with the book.
4. Finally, in a last sentence or two, state the main benefit or disservice you think the book brings to its intended audience.
5. Any reference to the volume can be placed in parenthesis within the body of the text, citing the page number.
6. **NB for AD Students:** you are encouraged but not required to read more broadly on the topic, and may wish to include reference to other such works in your critical interaction. Should you do so, cite these references with footnotes in appropriate style. The focus of the critical interaction is, however, the assigned volume. Reference to other works should be limited to sharpening your critique.

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