HB 733 Samuel, Kings, & Chronicles  
Spring 2015  
Wednesdays 2:00–4:50 pm

Instructor: Paul Kim  
Werner Hall 218 (office hours: by appointment preferred)  
pkim@mtso.edu

Course Description  
This is an upper-level course of the exegetical study on Samuel-Kings and Chronicles. We will engage in an in-depth study of the books of Samuel-Kings and Chronicles both with regard to their rich contents and various issues for interpretation, especially in comparison of the two collections. We will also incorporate ways for making constructive and critical applications of the diverse interpretive insights toward ministry and other relevant concerns.

In order to meet these goals, this course will take an inductive approach, which implies flexibility and interaction as keys for maximum learning. First, we will study the biblical text primarily as it is. A careful reading, analysis, and appreciation of the entire texts in their given form will be strongly emphasized. We will focus on select texts for each class for literary and thematic interpretations. Second, we will also pay close attention to the historical, archaeological, and compositional issues that are intricately embedded in the text as it was. We will read some related materials and each student will undertake a research study on a given topic. Third, we will then apply hermeneutical principles to (re-)interpret the text as it should be. This endeavor implies both an ideological encounter with the text’s concepts and a theological assessment vis-à-vis the life of the church and contemporary society. Hence, the format of the class will be more like a seminar than a lecture, with constant effort to make discussions theologically challenging, constructive, and creative.

Objectives
- to build familiarity with the very texts of Samuel-Kings-Chronicles
- to do hands-on works on the praxis of exegeting selected texts
- to dialogue with diverse readers and interpreters, both ancient and modern

Textbooks
Required:
- Marvin A. Sweeney, I & II Kings (OTL; Louisville: Westminster John Knox, 2007)
- Mark J. Boda, 1-2 Chronicles (Cornerstone Biblical Commentary; Carol Stream, Ill.: Tyndale House, 2010)

Recommended:
- Gina Hens-Piazza, 1-2 Kings (AOTC; Nashville: Abingdon, 2006)
- Steven L. McKenzie, 1 and 2 Chronicles (AOTC; Nashville: Abingdon, 2004)
Requirements

1. **Faithful Attendance and Participation at All Sessions**: assigned readings—biblical texts first, and also secondary readings—should be done prior to each class session and students should be prepared to discuss the issues raised in the readings.

2. **Exegesis Papers (two)**: because this course is an upper-level biblical books-based exegesis course, we will put emphasis on exegetical tasks. Thus, there are **two** exegesis papers as required assignments. Each student will need to choose one exegesis text during the first-half of the semester, and then choose the second exegesis text during the second-half of the semester. Those who signed up for their specific week will be doing a panel presentation on the focus text. You should post an abbreviated summary (e.g., 1-2 pages long) on Sakai by 24 hours prior to the class. Then, each exegesis paper (**10 pages**, double-spaced, Times New Roman 12 font size) is due **one week after** the corresponding passage will have been discussed. Late submission will result in grade reduction (cover page, bibliography, or appendixes such as chart, diagram, etc. will not be counted).

3. **Research Report OR Interpretive Performance**: whereas the exegesis paper above should be done alone, individually, this project may be done as a group, collectively, or individually. Be sure to consult numerous pertinent secondary resources. Each individual or group may select one of the two options:
   (a) topical research report OR (b) interpretive application/performance.

   For option #(a), you may do a concentrated research on a selected topic. In most cases, there are three different approaches, and one of which you may select:
   (i) DtrH // ChrH: comparing and/or contrasting DtrH (Deuteronomistic historical books) with ChrH (Chronicles). It would be feasible to choose a text (or a theme) and then analyze as to where differences are between the two books, and expound how each book presents its unique perspectives.
   (ii) Minority or female characters: pick a character, in most cases, who does not play a major role (hence Samuel, David, Elijah, Elisha are excluded) and trace, investigate, compare her/his role and depiction in DtrH and ChrH.
   (iii) Hermeneutical application to today’s issues: find an episode, issue, or character and then, critically and creatively explore in what ways your observation and interpretation can be relevant in contemporary world. What inspirations, connections, and/or challenges can you discover and present from the topic?

   For option #(b), you may take on a character, issue, or theme and present in a creative form of performance (e.g., powerpoint, drama, monologue, art, music, worship setting, performance, etc.).

   “Research report” should consist of a report paper (suggested amount: typed, single-spaced, 3 pages, plus a bibliography), whereas “Interpretive performance/application” should have a brief synopsis report (at least 1-page handout) and powerpoint or similar performance in the presentation. Each individual or group must consult and confirm with the instructor regarding their project idea/topic.
## Grading

- Class Contribution/Readings: 25%
- Exegesis Papers (two): 50%
- Research Report/Interpretive Performance: 25%

## Lectionary Passages (Revised Common Lectionary)

<table>
<thead>
<tr>
<th>Year A</th>
<th>1 Samuel 16:1-13 (Fourth Sunday in Lent)</th>
<th>1 Kings 3:5-12 (Proper 12)</th>
<th>1 Kings 19:9-18 (Proper 14)</th>
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<tbody>
<tr>
<td>Year B</td>
<td>1 Samuel 1:4-20 and 1 Samuel 2:1-10 (Proper 28)</td>
<td>1 Samuel 3:1-10, (11-20) (Second Sunday after the Epiphany)</td>
<td>1 Samuel 8:4-20 (Proper 5)</td>
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<td>1 Samuel 17:(1a, 4-11, 19-23), 32-49 // 1 Samuel 17:57-18:5, 10-16 (Proper 7)</td>
<td>2 Samuel 1:1, 17-27 (Proper 8)</td>
<td>2 Samuel 5:1-5, 9-10 (Proper 9)</td>
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<td>2 Samuel 11:26-12:13a (Proper 13)</td>
<td>2 Samuel 18:5-9, 15, 31-33 (Proper 14)</td>
<td>2 Samuel 23:1-7 (Proper 29)</td>
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<td>1 Kings 2:10-12; 3:3-14 (Proper 15)</td>
<td>1 Kings 8:(1, 6, 10-11), 22-30, 41-43 (Proper 16)</td>
<td>1 Kings 17:8-16 (Proper 27)</td>
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<td>2 Kings 2:1-12 (Transfiguration Sunday)</td>
<td>2 Kings 5:1-14 (Sixth Sunday after the Epiphany)</td>
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<td>Year C</td>
<td>1 Samuel 2:18-20, 26 (Second Sunday after Christmas Day)</td>
<td>1 Kings 18:20-39 or 1 Kings 8:22-43 (Proper 4)</td>
<td>1 Kings 17:8-24 (Proper 5)</td>
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<td>1 Kings 21:1-10, (11-14), 15-21a (Proper 6)</td>
<td>1 Kings 19:1-4, (5-7), 8-15a (Proper 7)</td>
<td>2 Kings 2:1-2, 6-14 or 1 Kings 19:15-16, 19-21 (Proper 8)</td>
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<td>2 Kings 5:1-14 (Proper 9)</td>
<td>2 Kings 5:1-3, 7-15c (Proper 23)</td>
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<td>Date</td>
<td>Topics/Texts</td>
<td>Articles/Books</td>
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| Feb 4 | Introduction Reading Samuel, Kings, & Chronicles | Exegesis, Theology, & Hermeneutic  
- Johanna van Wijk-Bos, pp. 1-18  
- Marvin Sweeney, pp. 26-32  
- Steven McKenzie, pp. 43-58 |
- Klaus-Peter Adam, “Saul as a Tragic Hero: Greek Drama and Its Influence on Hebrew Scripture in 1 Samuel 14, 24-46 (10, 8; 13, 7-13a; 10, 17-27),” in *For and against David: Story and History in the Books of Samuel* (2010), 123-184.  
| Mar 11 | 1 Kings 1–11  
Exegesis Paper: 1 Kings 3:1-28  
(// 2 Chr 1) | □ Christina Petterson, “‘Nothing Like It Was Ever Made in Any Kingdom’: The Hunt for Solomon’s Temple,” in *Postcolonialism and the Hebrew Bible* (2013), 93-107  
| --- | --- | --- |
| Mar 18 | 1 Kings 12–21  
| Mar 25 & Apr 1 | MIDTERM RECESS & HOLY WEEK BREAK |
| Apr 8 | 1 Kgs 22 – 2 Kgs 8  
Exegesis Paper: 1 Kings 22:1-36  
| Apr 15 | 2 Kings 9–17  
Exegesis Paper: 2 Kings 11:1-20  
□ Monika Müller, “The Households of the Queen and Queen Mother in Neo-Assyrian and Biblical Sources,” in “My spirit at rest in the north country” (Zechariah 6.8) (2011), 241-263.  
| May 13 |  | Research Reports & Presentations |
| May 20 |  | Research Reports & Presentations |

**ACADEMIC POLICY**  
Please see Student Handbook for sections providing policy details on the following:  
**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.  
**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences
may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices. [HB733 Policy—In our interactive learning environment, mutual respect toward the instructor and everyone else is essential. Surfing the internet, facebooking, etc. during class can be as rude as (if not more than) snoring or reading a novel. Because it is disrespectful and distracting, these are not permitted. Repeated use of these devices will result in your grade reduction. If you must reply to an email or text message due to an urgent situation, please inform me and you will be permitted to use it.]

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.
Selected Book List on Samuel-Kings-Chronicles

COMMENTARIES:
Barron, Robert. *2 Samuel* (Brazos Theological Commentary on the Bible; Grand Rapids: Brazos, 2015)
Birch, Bruce C. “1 and 2 Samuel” in *New Interpreter’s Bible* (vol. 2; Abingdon, 1998)
Bodner, Keith. *1 Samuel: A Narrative Commentary* (Sheffield: Sheffield Phoenix, 2009)
Campbell, Antony F. *1 Samuel* (FOTL; Grand Rapids: Eerdmans, 2003)
____________. *2 Samuel* (FOTL; Grand Rapids: Eerdmans, 2005)
Cartledge, Tony W. *1 & 2 Samuel* (Smyth & Helwys Bible Commentary, 2001)
Jobling, David. *1 Samuel* (Berit Olam; Collegeville, Minn.: Liturgical, 1998)
Klein, Ralph W. *1 Samuel* (WBC; Waco: Word Books, 1983)
Morrison, Craig E. *2 Samuel* (Berit Olam; Collegeville, Minn.: Liturgical, 2013)
Murphy, Francesca Aran. *1 Samuel* (Brazos Theological Commentary on the Bible; Grand Rapids: Brazos, 2010)
Vannoy, J. Robert. *1-2 Samuel* (Cornerstone Biblical Commentary; Carol Stream, Ill.: Tyndale House, 2009)

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Barnes, William. *1-2 Kings* (Cornerstone Biblical Commentary; Tyndale, 2012)
Cogan, Mordechai. *1 Kings* (AB; New York; Doubleday, 2001)
Cohn, Robert L. *2 Kings* (Berit Olam; Collegeville, Minn.: Liturgical, 2000)
Fretheim, Terence E. *I & 2 Kings* (Louisville: WJK, 1999)
Fritz, Volkmar. *I & 2 Kings* (Continental Commentary; Minneapolis: Fortress, 2003)
Nelson, Richard D. *First and Second Kings* (Interpretation; John Knox, 1987)
Walsh, Jerome T. *1 Kings* (Berit Olam; Collegeville, Minn.: Liturgical, 1996)

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Boda, Mark J. 1-2 Chronicles (Cornerstone Biblical Commentary; Tyndale House, 2010)
Hooker, Paul K. First and Second Chronicles (Westminster Bible Companion; Louisville: Westminster John Knox, 2001)
Japhet, Sara. 1 & 2 Chronicles (OTL; Louisville: Westminster John Knox, 1993)
________. 2 Chronicles (Readings; Sheffield: Sheffield Phoenix Press, 2007)
Klein, Ralph. 1 Chronicles (Hermeneia; Minneapolis: Fortress, 2006)
McKenzie, Steven L. 1 and 2 Chronicles (AOTC; Nashville: Abingdon, 2004)
Tuell, Steven S. 1 & 2 Chronicles (Interpretation; Louisville: Westminster John Knox, 2001)
Williamson, H. G. M. 1-2 Chronicles (NCB; Grand Rapids: Eerdmans, 1982)