

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	1 & 2 SAMUEL OLDT 0616
Date and Time	JANUARY 15 to APRIL 12, 2021 FRIDAYS 11:15 PM – 2:05 PM
Instructor	PETER CHU, MD, MA, ThM Email: peter.chu@sunnybrook.ca ; pchu@tyndale.ca
Class Information	The classes will be livestreamed on Fridays 11:15 AM – 2:05 PM. Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

A literary and theological study of the books of 1 & 2 Samuel accomplished through a close reading of the text with examination of key exegetical issues. Samuel not only provides a historical record of the transition from the time of the Judges to the establishment of the monarchy, it also displays the breadth and depth of the creativity and artistry of Hebrew Biblical narrative as a literary genre. Through the lives of Samuel, Saul, and David, theology concerning our relationships with God and others will be examined.

Prerequisite: BIBL 0501. Recommended: OLDT 0511.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- A. describe the structure of 1 & 2 Samuel, the main characters, and the major plot scenes
- B. identify and describe the major theological themes and arguments

- C. recognize the features, technique, and hermeneutics of Biblical Hebrew narrative
- D. apply the reading strategy of narrative criticism
- E. describe the place and contribution of 1 & 2 Samuel in the Deuteronomistic History
- F. identify key interpretive issues and evaluate the various proposed solutions
- G. compare God's expectations and evaluation of leadership versus secular expectations
- H. apply the messages of 1 & 2 Samuel to their personal lives, their ministry, and to a contemporary audience

*** In the following sections of the syllabus, 1 & 2 Samuel will be referred to as "Samuel" ***

III. COURSE REQUIREMENTS

A. REQUIRED READING

Peterson, Eugene H. [*First and Second Samuel*](#). Westminster Bible Companion. Louisville, Kentucky: Westminster John Knox Press, 1999.

Bar-Efrat, Shimon. [*Narrative Art in the Bible*](#). Sheffield, England: Sheffield Academic Press, 1997. Available as Ebook or paperback from Bloomsbury Publishing or Ebook from GooglePlay.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Beitzel, Barry J. [*The New Moody Atlas of the Bible*](#). Chicago, IL: Moody, 2009.

Soulen, Richard N., and R. Kendall Soulen. [*Handbook of Biblical Criticism*](#). Fourth Edition. Louisville, KY: Westminster John Knox, 2011.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

Assignment #1: Reading of Samuel and List of People and Places (10% of total grade)

1. Students will complete three readings of Samuel. The first two readings of Samuel will be due on **Friday, January 29, 2021**.
2. The third reading of Samuel will be completed during the course following a reading schedule that will correspond with each week's class.
3. During the first two readings, students are to compile a list of people (characters) and places. This list will be due on **Friday, January 29, 2021**.

Assignment #2: Reading of Required Texts (10%)

On the last day of class, students will indicate by email the % completion of the textbook reading ([Section A – Required Reading](#)).

Assignment #3: Synthetic Outline (15% of total grade)

1. Construct a synthetic outline of Samuel.
2. Guidelines:
 - 2.1. Divide Samuel (1 & 2 Samuel) into several large sections. Each of these large sections can be an entire chapter or several chapters in length. Assign a title to each section along with the chapter and verse references contained by the section. Indicate in a footnote attached to your titles why you have divided where you have. You must provide reasons to support your choice of the large section divisions.
 - 2.2. Repeat this process for each of your large sections. Divide each large section into smaller sub-sections. Assign a title to each sub-section along with the chapter and verse references contained in the sub-section. Indicate in a footnote attached to your titles why you have divided where you have.
 - 2.3. Repeat the above process until you have broken down your sub-sections into paragraph sections consisting of 10-15 verses in length. To keep this assignment manageable, **DO NOT FURTHER SUB-DIVIDE YOUR PARAGRAPH SECTIONS**.
 - 2.4. (OPTIONAL) You may but you are not required to consult and interact with different Bible translations and commentaries. You may interact with these sources in your footnotes. If you revise your outline as a result of the commentaries, be sure to indicate that and the reason in your footnote. Remember to cite the Bible translations and commentaries in a bibliography.
 - 2.5. Maximum length of completed assignment (outline + footnotes) = 10 pages.
 - 2.6. Synthetic outlines are discussed on pages 351-360 and 505-509 of *Introduction to Biblical Interpretation*.
3. **Due: Friday, February 12, 2021.**

Assignment #4: The Daily Three (10% of total grade)

1. A course schedule will be posted on the class Moodle webpage. It will contain the Scripture passage to be covered for each class.
2. Be familiar with the Biblical text for each class.
3. Come to class with at least three questions you have of the text.
4. During each class, students will be asked to pose their question(s) for discussion by the class.
5. A grading rubric will be provided on the class Moodle webpage.

Assignment #5: Scripture Memorization (10% of total grade)

1. Choose a passage of Scripture or a collection of passages in Samuel that is at least 15 verses long, which you have not previously memorized, and memorize it.
2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt and 1 error.
3. You may use any language and any Bible translation.
4. This assignment will be due at the beginning of class on **Friday, February 26, 2021**. On that day, please submit by email the passage(s) of Scripture memorized, the date you recited it, and the name of the individual to whom it was recited.
5. Between February 26 – April 9, 2021, members of the class will be called upon to recite the passage of Scripture they memorized.

Assignment #6: Research Paper or Exegetical Study (25% of total grade)

1. General guidelines:
 - 1.1. The paper will be 12-15 pages in length (excluding title page and bibliography). Papers must not exceed 15 pages. An exception may be made for papers with extensive content footnotes.
 - 1.2. Doubled spaced, 12 point font, 1 inch margins
 - 1.3. Minimum of 10 bibliographic citations
 - 1.4. Paper must be written according to SBL format or Chicago Manual of Style. Please see [Section G – General Guidelines for the Submission of Written Work](#).
 - 1.5. Research can be undertaken within the context of a study group. HOWEVER, the paper or exegetical study must be individually written.
 - 1.6. For the exegetical study, see Department of Biblical Studies “Guidelines for Exegetical Papers.” This will be posted on the class webpage.
2. Options:
 - 2.1. Research topics
 - 2.1.1. Discuss the role of female characters in 1 & 2 Samuel.

- 2.1.2. Compare Saul and Samson
- 2.2. Exegetical study topics
 - 2.2.1. Hannah's Song (1 Sam 2:1-10)
 - 2.2.2. David's Lament for Saul (2 Sam 1:17-27)
 - 2.2.3. David's Prayer in response to God's covenant promise (2 Sam 7:18-29)
 - 2.2.4. David's Song in 2 Samuel 22

3. Due: Friday, March 12, 2021.

Assignment #7: Creative Synthetic Project (20% of total grade)

1. Goal
 - 1.1. To provide you with an opportunity to synthesize the ideas, concepts, and facts that you have learned during our time of study together.
 - 1.2. To encourage the exercise and development of your creative and communication gifts
2. Assignment
 - 2.1. Answer a 13 year old student's question: "What is 1 & 2 Samuel about?".
3. Some options for completing this assignment:
 - 3.1. traditional essay/paper
 - 3.2. poem
 - 3.3. song
 - 3.4. spoken word, rap, slam poetry
 - 3.5. art
 - 3.6. video
 - 3.7. oral presentation: story, analogy, illustration,
 - 3.8. theatre, drama, screenplay
 - 3.9. dance
 - 3.10. other --- please discuss with me prior to developing your idea
4. Guidelines:
 - 4.1. You will be graded on the **comprehensiveness, clarity, and creativity** of your answer to the student's question.
 - 4.2. For the traditional paper/essay
 - 4.2.1. **Maximum** word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography
 - 4.2.2. You can insert as many footnotes as you wish, footnotes will not be included in the word count
 - 4.3. For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance

- 4.3.1. Submit a copy of the lyrics/screenplay/script and audio/video of a performance along with a written explanation of the lyrics
- 4.3.2. The written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of footnotes to explain the structure and content of the song, cite sources, and cite supporting scriptural references
- 4.3.3. There is no limit on the number or extent of footnotes

4.4. Art

- 4.4.1. Provide a written explanation of how your art answers the Sunday School student's question. Include in your explanation your choice of title, choice of medium, and the creative process.
- 4.4.2. The written explanation will have a maximum word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography
- 4.4.3. No limit on the number or extent of footnotes
- 4.4.4. Remember to cite sources and supporting scriptural references in footnotes
- 4.4.5. Submit a JPEG photo of your art or a video along with the explanation

4.5. For all assignment options:

- 4.5.1. Use footnotes and not endnotes
- 4.5.2. Insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.
- 4.5.3. You MUST provide scriptural references to support your arguments, assertions, claims, or position

5. **Due Date:** At the beginning of class, **Friday, March 26, 2021.**

6. Students will have the opportunity to present their project to the class on **Friday, April 9.**

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Textbook Reading	10%
Reading of Samuel and List of People and Places	10%
Synthetic Outline	15%
“Daily 3”	10%
Scripture Memorization	10%
Research Paper or Exegetical Study	25%
Creative Project	20%
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Written work must follow either the SBL stylistic model described in [*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*](#), 2nd ed. (Atlanta, GA: SBL Press, 2014) or the Chicago Manual of Style described in The [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#). Please familiarize yourself with these resources as they provide instructions for not only footnotes and bibliographic formats but also stylistic elements such as acceptable abbreviations, etc.
2. If the work of others is utilized or incorporated into your own academic work, you must acknowledge them and give them proper credit and recognition by citing them in a footnote and/or bibliography. For a helpful on line tutorial on academic integrity and citation, go to <http://classes.tyndale.ca> and click on the “Student Resources” tab at the far right of the menu bar at the top of your home page. Several folders will be displayed. Select “Academic Integrity and Citation Resource”.
3. Please proof-read your work for spelling, punctuation, grammar, organization, coherent thought, and logical flow of arguments. It is often helpful to ask someone else to review your writing and comment on the above criteria.
4. All assignments are to be handed in at the **beginning** of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for **any part** of each week it is late.
5. Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
6. Checklist:
 - a. Did you answer the question that was asked?
 - b. Did you follow the instructions?
 - c. Clarity and organization

- d. Critical analysis --- your paper should answer more “how?” and “why?” type questions than “what?” type questions?
 - e. Spelling, grammar, punctuation, sentence structure, inclusive language
 - f. Appropriate format for footnote citations and bibliography
7. Practical Tips for Essay Writing
- a. Pray. Pray that your essay would transform your life and church community.
 - b. Begin early and work on it each week. Capture ideas that come to mind.
 - c. Start your research by reading an overview of your subject area in a major Bible dictionary or encyclopedia such as the *Anchor Bible Dictionary*, *The New Interpreters Dictionary of the Bible*, *the Eerdmans Bible Dictionary*, *the New International Standard Bible Encyclopaedia*, *Encyclopaedia Judaica*, or *the New Catholic Encyclopaedia*.
 - d. The reference (encyclopaedias, dictionaries, commentaries) and periodical collections in the library are invaluable. Become familiar with their contents.
 - e. Take advantage of the [library's e-Resources](#) which provide access to [scholarly periodicals and journals](#) via the EBSCOHost, ATLA, and JSTOR databases.
 - f. Utilize the staff and expertise of the [Tyndale Centre for Academic Excellence](#). You will receive excellent help in documentation, style, grammar, punctuation, concise writing, focusing your research question, and much more.
 - g. Make sure your essay is properly formatted including page numbers, title page, footnotes, and bibliography.
 - h. Have someone proofread your essay prior to submission.

H. GRADING FOR ASSIGNMENTS

In general, assignments which meet the professor’s expectations will receive a grade of B or 75%. Grades above or below “B” will be related to the excellence or deficiencies of the submitted work relative to this satisfactory threshold. Excellence or deficiencies in the following areas will increase or decrease the grade that is assigned:

1. Number and quality of primary and secondary sources cited
2. Content
3. Form and presentation --- correct SBL footnote and bibliographic format must be used
4. Depth, thoughtfulness and thoroughness of analysis and discussion
 - a. Asking and answering “how” and “why” questions versus “what” questions
 - b. Breadth and depth of historical, grammatical, syntactical, exegetical, and theological research
 - c. Extent of interaction with the Biblical text, relevant scholarly articles, major commentaries
5. Clarity, consistency and direction of logic, argument, and reasoning
6. Quality and clarity of writing --- spelling, grammar, punctuation, sentence structure

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A course schedule will be posted on the course webpage prior to the beginning of class and will contain the following information:

- *Scripture to be covered for each class*

- *Due dates for course requirements*

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 2011.

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

Anderson, A.A. *2 Samuel*. Word Biblical Commentary 11. Grand Rapids, Michigan: Zondervan, 2000.

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

Auld, A. Graeme. *I & II Samuel : A Commentary*. The Old Testament Library. Louisville, Kentucky: Westminster John Knox Press, 2011.

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield, England: Sheffield Academic Press, 1997.

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, Indiana: Eisenbrauns, 1994.

Bodner, Keith. *David Observed: A King in the Eyes of His Court*. Hebrew Bible Monographs 5. Sheffield: Sheffield Phoenix Press, 2005.

Brenner, Athalya., ed. *Samuel and Kings*. A Feminist Companion to the Bible. Second Series 7. Sheffield: Sheffield Academic Press, 2000.

Brueggemann, Walter. *First and Second Samuel*. Interpretation. Louisville, Kentucky: Westminster John Knox Press, 1990.

Campbell, Anthony F. *1 Samuel*. The Forms of the Old Testament Literature 7. Grand Rapids, Michigan: W.B. Eerdmans, 2003.

_____. *2 Samuel*. The Forms of the Old Testament Literature 8. Grand Rapids, Michigan: W.B. Eerdmans, 2005.

- Chisholm Jr., Robert B. *1 and 2 Samuel*. Teach the Text Commentary Series. Grand Rapids, Michigan: Baker, 2013.
- Clines, David J. A. (ed.). *The Dictionary of Classical Hebrew*. Sheffield, England: Sheffield Academic Press, 1993-2011.
- Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*. Carol Stream, Illinois: Tyndale House, 1992.
- Exum, J. Cheryl. *Tragedy and Biblical Narrative: Arrows of the Almighty*. Cambridge, UK: Cambridge University Press, 1992.
- Firth, David. *1 & 2 Samuel*. Apollos Old Testament Commentary 8. Downers Grove, Illinois: InterVarsity Press, 2009.
- Flanagan, James W. "Samuel, Book of 1–2: Text, Composition, and Content." In *The Anchor Yale Bible Dictionary* (AYBD), edited by David Noel Freedman, 957-65. New York: Doubleday, 1992.
- Fokkerman, J.P. *Narrative Art and Poetry in the Books of Samuel Volume 1: King David*. Studia Semitica Neerlandica 20. Assen, The Netherlands: Van Gorcum, 1981.
- _____. *Narrative Art and Poetry in the Books of Samuel Volume 2: Crossing Fates*. Studia Semitica Neerlandica 23. Assen, The Netherlands: Van Gorcum, 1986.
- _____. *Narrative Art and Poetry in the Books of Samuel Volume 3: Throne and City*. Studia Semitica Neerlandica 27. Assen, The Netherlands: Van Gorcum, 1990.
- _____. *Narrative Art and Poetry in the Books of Samuel Volume 4: Vow and Desire*. Studia Semitica Neerlandica 31. Assen, The Netherlands: Van Gorcum, 1993.
- Klein, Ralph W. *1 Samuel*, Vol. 10, Word Biblical Commentary (WBC). Waco, Tex. : Word Books, 1983.
- Koenig, Sara M. *Isn't This Bathsheba?: A Study in Characterization*. Princeton Theological Monograph Series 177. Eugene, OR.: Wipf and Stock, 2011.
- Long, V. Philips. *The Reign and Rejection of King Saul: A Case for Literary and Theological Coherence*. Society of Biblical Literature Dissertation Series 118. Atlanta: Scholars Press, 1989.

McCarter, Jr., P. Kyle. *1 Samuel : A New Translation with Introduction, Notes and Commentary*. The Anchor Bible 8. Garden City, New York: Doubleday, 1980.

_____. *2 Samuel : A New Translation with Introduction, Notes and Commentary*. The Anchor Bible 9. Garden City, New York: Doubleday, 1984.

Peterson, Eugene H. *First and Second Samuel*. Westminster Bible Companion. Louisville, Kentucky: Westminster John Knox Press, 1999.

_____. *Leap Over A Wall: Earthy Spirituality for Everyday Christians*. New York, New York: HarperCollins, 1997.

Polzin, Robert. *Moses and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part One*. New York: Seabury Press, 1980.

_____. *Samuel and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part Two*. San Francisco: Harper & Row, 1989.

_____. *David and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part Three*. Bloomington, Indiana: Indiana University Press, 1993.

Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington, Indiana: Indiana University Press, 1985.

Tsumura, David Toshio. *The First Book of Samuel*. The New International Commentary on the Old Testament. Grand Rapids, Michigan: Eerdmans, 2007.

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Whybray, R. N. *The Succession Narrative: A Study of 2 Samuel 9-20 and 1 Kings 1 and 2*. Studies in Biblical Theology. Second Series 9. London: SCM Press, 1968.