



TYNDALE
• SEMINARY •

Course Syllabus

SPRING SUMMER 2019

THE BOOK OF JOB

OLDT 0623

JUNE 17 – 21

9:00 AM – 4:00 PM

INSTRUCTOR: DR. EDWARD HO

Email: eho@tyndale.ca

Office Hours: By appointment only

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

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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.

I. COURSE DESCRIPTION

This course is a study of the book of Job with a special focus on its literary features, theological message and contemporary relevance. Different reading strategies proposed to deal with the apparent tensions inherent in the work will be examined.

Pre-requisite: Biblical Interpretation (BIBL 0501)

Recommended: Old Testament History and Theology (OLDT 0511)

II. LEARNING OUTCOMES

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

- Describe the structure, content and literary features of the book of Job

- Identify key interpretive issues and their corresponding options
- Present the current state of research on the book
- Compare related commentaries and articles
- Articulate a coherent interpretation of the book of Job in its literary and canonical contexts
- Reconstruct a theological framework for biblical interpretation
- Apply the messages of the book of Job to contemporary audiences
- Demonstrate a character of integrity in a suffering world

III. COURSE REQUIREMENTS

A. REQUIRED READING

Walton, John H and Tremper Longman III. *How to Read Job*. Downers Grove: InterVarsity, 2015. ISBN #: 978-0-8308-4089-2.

Newsom, Carol A. *The Book of Job: A Contest of Moral Imaginations*. Oxford: Oxford University Press, 2009. ISBN#: 978-0-19-539628-7.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Balentine, Samuel E. *Job*. Smyth & Helwys Bible Commentary 10. Macon, GA: Smyth & Helwys, 2006. ISBN #: 978-1-57312-067-8.

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. ASSIGNMENTS AND GRADING

The following assignments will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to the book of Job, and deepen the student’s knowledge of the overall message of the Book of Job.

1. **Class Participation:** 10 % of final grade

Student participation will be graded on a scale of D to A:

D: present, not disruptive; responds when called on but does not offer much; infrequent involvement;

C: adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon;

B: good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion;

A: excellent preparation; offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Friday Presentation: 10% of final grade

Students are expected to give a 5 minute presentation on Friday afternoon on what they have learned or unlearned during the week. The presentation script has to be typed and submitted in class at the beginning of the morning session of the last day.

3. Textbooks Comparison Paper: Due on **August 9, 2019 at 11:59pm EST (no exception)**; 30% of final grade

Students are expected to write and submit a textbook comparison paper of 2,500-3,000 words in length. The assigned task is to provide a careful and thorough comparison between the two textbooks in terms of their interpretation of the book of Job. If you have to recommend one of them to a fellow schoolmate, which one would one pick? Why?

4. Term Paper: Due on **August 16, 2019 at 11:59pm EST (no exception)**; 50% of final grade

Students are expected to write a research paper of 4,000-5,000 words in length on one of the following topics:

- “The Characterization of Job and the Lord in Job 1-2”
- “Inner-Biblical Allusions in Job’s Lament”
- “The Arguments of Job’s Three Friends”
- “The Speaker of Job 28 and His Message”
- “The Function of the Elihu Speeches in the Book of Job”
- “The Function of the Divine Speeches in the Book of Job”

Your paper should draw on a minimum of 8 secondary sources beyond the textbooks for the class. These secondary sources must include both books and articles, must reflect recent research, and must be elongated treatments of your topic. This requirement does not include ancient sources used (Josephus, Qumran) or Bibles, Versions, Study Bibles, Bible Dictionaries (or other reference works). You will present the result of your research in an essay with the following ingredients: (i) the history/context/issues/ importance of your selected topic; (ii) scholarly opinions and your evaluation; (iii) the result/resolution from your research and the support; and (iv) bibliography.

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	10 %
Friday Presentation	10%
Textbooks Comparison Paper	30 %
Term Paper	50 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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

Monday Morning	Orientation & Introduction
Monday Afternoon	The Prologue (chs. 1-2)
Tuesday Morning	Job's Opening Lament and Job's Speeches in the First Cycle (chs. 3, 6-7, 9-10, 12-14)
Tuesday Afternoon	The Arguments of Job's Three Friends in the First Cycle (chs. 4-5, 8, 11)
Wednesday Morning	The Second Cycle (chs. 15-21)
Wednesday Afternoon	The Third Cycle, the Wisdom Poem, and Job's Final Long Speech (chs. 22-31)
Thursday Morning	The Elihu Speeches (chs. 32-37)
Thursday Afternoon	The Divine Speeches (chs. 38-41)
Friday Morning	Job's Responses to the Lord (40:3-5; 42:1-6) and The Epilogue (42:7-17)
Friday Afternoon	Student Presentations and Final Reflection

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Further readings and points of reference will be continually recommended, and as a beginning point for the research paper, the following list may be consulted.

- Balentine, Samuel E. *Have You Considered My Servant Job?: Understanding the Biblical Archetype of Patience*. Studies on Personalities of the Old Testament. Columbia: University of South Carolina Press, 2015.
- Brenner, Athalya. "Job the Pious? The Characterization of Job in the Narrative Framework of the Book." *Journal for the Study of the Old Testament* 43 (1989): 37-52.
- Clines, David J. A. *Job 1-20*. Word Biblical Commentary 17. Dallas: Word, 1989.
- *Job 21-37*. Word Biblical Commentary 18A. Nashville: Thomas Nelson, 2006.
- *Job 38-42*. Word Biblical Commentary 18B. Nashville: Thomas Nelson, 2011.
- "The False Naivety of the Prologue to Job." *Hebrew Annual Review* 9 (1985): 127-36.
- Dell, Katharine and Will Kynes, eds. *Reading Job Intertextually*. Library of Hebrew Bible/Old Testament Studies 574. New York: Bloomsbury T&T Clark, 2013.
- Erickson, Amy. "'Without My Flesh I Will See God': Job's Rhetoric of the Body." *Journal of Biblical Literature* 132 (2013): 295-313.
- Fishbane, Michael. "Jeremiah IV 23-26 and Job III 3-13: A Recovered Use of the Creation Pattern." *Vetus Testamentum* 21 (1971): 151-67.
- "The Book of Job and Inner-Biblical Discourse." Pages 86-98 in *The Voice from the Whirlwind*. Edited by Leo Perdue. Nashville: Abingdon, 1992.
- Fokkelman, Jan P. *The Book of Job in Form: A Literary Translation with Commentary*. Studia Semitica Neerlandica 58. Leiden: Brill, 2012.
- Greenstein, Edward L. "Jeremiah as an Inspiration to the Poet of Job." Pages 98-110 in *Inspired Speech: Prophecy in the Ancient Near East: Essays in Honor of Herbert B. Huffmon*. Edited by John Kaltner and Louis Stulman. Journal for the Study of the Old Testament: Supplement Series 372. London: T&T Clark, 2004.
- "'On My Skin and in My Flesh': Personal Experience as a Source of Knowledge in the Book of Job." Pages 63-77 in *Bringing the Hidden to Light: The Process of Interpretation: Essays in Honor of Stephen A. Geller*. Edited by Kathryn F. Kravitz and Diane M. Sharon. New York: Jewish Theological Seminary, 2007.
- "Truth or Theodicy? Speaking Truth to Power in the Book of Job." *Princeton Seminary Bulletin* 27 (2006): 238-58.
- Habel, Norman C. *The Book of Job: A Commentary*. The Old Testament Library. Philadelphia: Westminster, 1985.
- Ho, Edward. "In the Eyes of the Beholder: Unmarked Attributed Quotations in Job." *Journal of Biblical Literature* 128 (2009): 703-15.
- Kynes, William L. *My Psalm Has Turned into Weeping: Job's Dialogue with the Psalms*. Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft 437. Berlin: de Gruyter, 2012.
- Linafelt, Tod. "The Undecidability of בָּרַךְ in the Prologue to Job and beyond." *Biblical Interpretation* 4 (1996): 154-72.
- Longman, Tremper, III. *Job*. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker, 2012.
- Martin, Troy W. "Concluding the Book of Job and YHWH: Reading Job from the End to the Beginning." *Journal of Biblical Literature* 137 (2018): 299-318.
- Newsom, Carol A. "Considering Job." *Currents in Research: Biblical Studies* 1 (1993): 87-118.
- "Re-considering Job." *Currents in Biblical Research* 5 (2007): 155-82.
- "The Book of Job." Pages 319-637 in vol. IV of *The New Interpreter's Bible*. 12 vols. Nashville: Abingdon, 1996.

- Pelham, Abigail. *Contested Creations in the Book of Job: The-World-as-It-ought-and-ought-not-to-Be*. Biblical Interpretation Series 113. Leiden: Brill, 2012.
- Perdue, Leo G. *Wisdom in Revolt: Metaphorical Theology in the Book of Job*. Journal for the Study of the Old Testament. Supplement Series 112. Sheffield: Sheffield Academic Press, 2009.
- Seow, C. L. *Job 1-21: Interpretation and Commentary*. Illuminations. Grand Rapids: Eerdmans, 2013.
- Steinmann, Andrew E. "The Structure and Message of the Book of Job." *Vetus Testamentum* 46 (1996): 85-100.
- Tsevat, Matitiah. "The Meaning of the Book of Job." *Hebrew Union College Annual* 37 (1966): 73-106.
- Viviers, Hendrik. "Elihu (Job 32-37), Garrulous but Poor Rhetor? Why is He Ignored?" Pages 137-53 in *The Rhetorical Analysis of Scripture: Essays from the 1995 London Conference*. Edited by S. E. Porter and T. H. Olbricht. Journal for the Study of the New Testament: Supplement Series 146. Sheffield: Sheffield Academic Press, 1997.
- Westermann, Claus. *The Structure of the Book of Job: A Form-Critical Analysis*. Translated by Charles A. Muenchow. Philadelphia: Fortress Press, 1981.
- Williams, James G. "'You Have Not Spoken Truth of Me': Mystery and Irony in Job." *Zeitschrift für die alttestamentliche Wissenschaft* 83 (1971): 231-55.
- Wilson, Gerald H. *Job*. New International Biblical Commentary on the Old Testament 10; Peabody: Hendrickson, 2007.