



## BIBL 502: Old Testament 2

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3 Master's Credits (127.5 hours)

### Course Description

This course situates ancient Israel's Latter Prophets and Sacred Writings within the Old Testament canon, examines the importance of these texts in characterizing and responding to religious and political crises, discusses their multiple genres, highlights key theological themes and exegetical significance for ministry.

### Proposed Update to Course Description

This course introduces the Latter Prophets (Isaiah–The Twelve) and Writings (Psalms–Chronicles) as Christian Scripture by studying the literary features, historical contexts, and theological themes of Isaiah through 2 Chronicles, so that students can know, teach, and preach the Old Testament.

### Course Objectives

- Graduates demonstrate knowledge of Isaiah through 2 Chronicles in relation to their historical, literary, canonical, and theological contexts (ILO/DPLO Course Objective).
- Graduates grasp the Latter Prophets and Writings as Christian Scripture, seeking to know God and be transformed by that knowledge.
- Graduates learn how to teach and preach the riches of Scripture in various ecclesial contexts.
- Graduates strengthen their ability to interpret scriptural passages with appropriate historical, literary, and theological contexts.
- Graduates become familiar with some important scholarly discussions of the Old Testament/Hebrew Bible.
- Graduates gain experience and confidence using appropriate research methods.

## Student Time Investment

Assignment	Hours Expected
Readings	47.5 hours
Weekly Quizzes	10 hours
Lectures, active instruction	20 hours
Discussion boards, email, video calls	10 Hours
Topical Essay	20 hours
Article Review Essay	20 hours
Total	127.5 hours

*Note: A 3-hour accredited master's level graduate course is calculated to include 127.5 hours of study per term, so approximately 12.5 hours per week. Please pace yourself and budget your time accordingly.*

## Professor-Student Interaction

Assignment	Hours Expected
Live Zoom Class	20 hours
Weekly Discussion Forum on Populi	12 Hours
Grading with substantive feedback	12 hours
Course communication & Office Hours	5 hours
Total	49 hours

## Required Textbooks:

1. Gignilliat, Mark S., and Heath A. Thomas. *Reading the Old Testament as Christian Scripture: A Literary, Canonical, and Theological Survey*. Reading Christian Scripture series. Grand Rapids, MI: Baker Academic, 2025.
2. Lyra, Nicholas of, and James George Kiecker. *The Postilla of Nicholas of Lyra on the Song of Songs*. Latin ed. Eugene, OR: Wipf and Stock, 2007.
3. Bible. Please use a common translation like the ESV, NASB, NKJV, etc.

## Recommended Books for Further Reading:

*I have created this list of books for you to use for any **teaching** or **preaching** ministry, and so that you might know some key sources for your writing projects. If I comment on a book, please pay close attention to my interpretation of the book's meaning.*

Arnold, Bill T and Bryan E. Beyer. *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids: Baker Academic, 2002.

Augustine. *The Trinity*. Translated by Edmund Hill, O.P. The Works of Saint Augustine: A Translation for the 21st Century, Part I, Vol. 5. Brooklyn, NY: New City Press, 1991. [Books 1–4 are on God revealing himself in the Old and New Testaments]

Athanasius. *Letter to Marcellinus on the Interpretation of the Psalms*. In *St. Athanasius: The Life of Antony and the Letter to Marcellinus*, translated by Robert C. Gregg. Classics

of Western Spirituality. New York: Paulist Press, 1980. [A must read that defined Christian reading of the Psalms up to the present. John Calvin summarizes Athanasius's teaching in his work on the Psalms, for example.]

Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress Press, 1979. [A classic on approaching the Bible critically and canonically]

Gregory of Nyssa. *Homilies on the Song of Songs*. Translated by Richard A. Norris, Jr. Atlanta: SBL Press, 2012. [Brilliant, yet likely too given to allegory]

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 4rd ed. Grand Rapids, MI: Zondervan. [A useful historical introduction to the OT]

Leithart, Peter J. *1 & 2 Chronicles*. Brazos Theological Commentary on the Bible. Grand Rapids, MI: Brazos Press, 2011.

Leithart, Peter J. *A House for My Name: A Survey of the Old Testament*. Moscow, ID: Canon Press, 2000. [While you may find areas of disagreement, Leithart will model a way of reading Scripture as a coherent work of literature.]

Motyer, J. Alec. *The Prophecy of Isaiah: An Introduction and Commentary*. Downers Grove, IL: InterVarsity Press, 1993. [A classic Protestant work on Isaiah]

Shead, Andrew G. *A Mouth Full of Fire: The Word of God in the Words of Jeremiah*. New Studies in Biblical Theology 29. Downers Grove, IL: InterVarsity Press, 2012.

Webb, Barry G. *Five Festal Garments: Christian Reflections on the Song of Songs, Ruth, Lamentations, Ecclesiastes and Esther*. New Studies in Biblical Theology 10. Downers Grove, IL: InterVarsity Press, 2000.

### **Recommended Online Resource:**

Bible Odyssey: <http://www.bibleodyssey.org>.

### **Grading**

<b>Assignment</b>	<b>Grade</b>
Class Participation (Zoom meetings + online discussions)	20%
Weekly Reading Quizzes	30%
Theological Essay (due week 8)	30%
Book Review Essay (due week 10)	20%

### **Assignments - each week**

- Required readings (see reading schedule below). For PDFs, use the 'Files' tab on Populi
- Class participation
  - Weekly Zoom meeting (1-page summary of recording if absent)

- Reading quiz on Populi (the day before class at midnight)
  - Quizzes are closed-book and have a 30-minute time limit
  - The last question is always an essay question on the week's reading
  - Lowest quiz score will be dropped

### **Other Assignments**

- Theological Essay – due Week 8. This assignment is directly linked to the ILO/DPLO Course Objective
- Book Review Essay – due Week 10

### **Instructions for the Theological Essay**

Write a theological essay (1,500–2,000 words) on one of the following topics or a similar topic approved by the professor:

**The Character of God in the Latter Prophets:** Focus on passages such as Isaiah 6; Jeremiah 2–3; Ezekiel 1; and Hosea 11. Explore how the prophetic revelation of God's holiness, compassion, justice, and sovereignty contributes to Christian theology.

**The Identity and Work of the Servant of the Lord (Isaiah 40–55):** Analyze the Servant Songs and their relation to Christ's person and work. You may engage early Christian interpretation (e.g., Acts 8:26–35).

**Prophetic Visions of the New Covenant:** Compare Jeremiah 31:31–34, Ezekiel 36–37, and Isaiah 59:20–21. Show how the prophets develop the covenantal hope fulfilled in Christ and the Spirit.

**The Day of the Lord in the Book of the Twelve:** Trace this theme across Joel, Amos, Zephaniah, and Malachi. Discuss judgment, restoration, and eschatological hope.

**Hosea's Marriage and the Theology of Divine Love:** Examine Hosea 1–3 (and Ephesians 5 or Revelation 21–22, if appropriate). Discuss covenant love, fidelity, and redemption.

**Ezekiel's Temple Vision (Ezekiel 40–48):** Evaluate major interpretive options—literal, symbolic, or typological. Show how its theology fits within the New Testament's temple motif.

**Habakkuk's Theology of Faith (Habakkuk 2:4):** Explore the meaning of faith in Habakkuk's context and explain how the New Testament authors develop this text in Romans, Galatians, and Hebrews.

**Christological Reading of the Psalms:** Choose two or three Psalms (e.g., Pss 2, 22, 45, 110, 118). Explain their original context and their use in the New Testament.

**The Fear of the Lord as Wisdom:** Explore Proverbs, Job, and Ecclesiastes. Analyze how “the fear of the Lord” functions as a theological foundation for Christian ethics and discipleship. (Or choose Proverbs 8 on Wisdom, etc.)

**Job and the Problem of Suffering:** Examine Job's theology of righteous suffering and how it points toward Christ as the innocent sufferer.

**The Song of Songs and Divine Love:** Evaluate interpretive options—literal, allegorical, or typological. Explain how the poem contributes to a Christian theology of love, marriage, and union with God.

**Ecclesiastes and the Limits of Human Wisdom:** Discuss Qoheleth's vision of life "under the sun" in relation to Christ as true Wisdom (cf. 1 Cor 1:24; Col 2:3).

**Daniel's Son of Man Vision (Daniel 7):** Analyze the apocalyptic imagery and how Jesus applies the "Son of Man" title and imagery to himself in the Gospels.

**Ruth and the Theology of Providence:** Discuss divine providence, redemption, and lineage in Ruth, culminating in David and ultimately in Christ.

**Trace the verse's Old Testament meaning and its New Testament reception in Romans, Galatians, and Hebrews.**

*Conclude with a brief reflection (1 paragraph) on the relevance for how this paper has advanced your personal knowledge and point to ways that you can either teach or preach this in home or ecclesial settings (e.g., Sunday School). Engage with 2–3 scholarly resources. Consult the required and recommended textbooks for the course. Practice using the college's physical and online library resources. Email me if you have any trouble accessing desired resources. Most websites (e.g., Wikipedia) will not be accepted as valid resources. The paper should follow Carey's formatting guidelines.*

#### **Instructions for the Book Review Essay**

Read *The Postilla of Nicholas of Lyra on the Song of Songs* and write a critical review (1,000–1,500 words). Your review should include:

- 1) A summary of the main points of the book
- 2) An evaluation of its contribution to biblical-theological scholarship
- 3) A critique of any perceived weaknesses or inconsistencies
- 4) A personal reflection on how it helps (or doesn't help) you understand the Bible.

Engage with specific textual examples from scripture when applicable.

#### **Weekly Zoom Meetings (2 hours each)**

Every week we will hold a 2-hour Zoom session, whose exact time will be determined. Access to the live Zoom meeting is found in the 'Conferences' tab on Populi.

If you are unable to attend the live Zoom meeting, you must watch the video recording (posted in the 'Conferences' tab on Populi) and submit a 1-page summary of content (bullet points are okay) along with a question or comment you would have contributed if you were present.

Submit page of notes to ‘Class Participation (Week X)’ assignment. Summaries due by the day before the next class @ 11:59PM.

### **Late Policy**

Students may occasionally request an extension but must do so before the due date. Late work may be marked down and may receive minimal comments. Granting of an extension or acceptance of late work is not guaranteed and should not be assumed.

### Course Schedule

<b>Pre term</b>	Familiarize yourself with the syllabus and our Populi Learning Platform. If you are new to Carey, also work through Carey’s Welcome Guide.
<b>Week 1:</b> Isaiah	Assigned Readings: Gignilliat & Heath, ch 13; Isaiah
<b>Week 2:</b> Jeremiah	Assigned Readings: Gignilliat & Heath, ch. 14; Jeremiah
<b>Week 3:</b> Ezekiel	Assigned Readings: Gignilliat & Heath, ch. 15; Ezekiel
<b>Week 4:</b> The Twelve (Minor Prophets)	Assigned Readings: Gignilliat & Heath, ch. 16; Minor Prophets
<b>Week 5:</b> Psalms.	Assigned Readings: Gignilliat & Heath, ch. 18; Psalms
<b>Week 6:</b> Proverbs & Job	Assigned Readings: Gignilliat & Heath, chs. 19–20; Proverbs and Job.
<b>Week 7:</b> Song of Songs, Hermeneutics of Christianity	Assigned Readings: Song of Songs; <i>The Postilla of Nicholas of Lyra on the Song of Songs</i> (first half).
<b>Week 8:</b> 5 Megillot	Assigned Readings: Ruth, Lamentations, Ecclesiastes, Esther; <i>The Postilla of Nicholas of Lyra on the Song of Songs</i> (second half).  <b>Theological Essay due before class.</b>
<b>Week 9:</b> Daniel	Assigned Readings: Gignilliat & Heath, ch. 26; Daniel
<b>Week 10:</b> Ezra-Nehemiah, Chronicles	Assigned Readings: Gignilliat & Heath, chs 27–28; Ezra-Nehemiah, Chronicles.  <b>Book Review Essay due before class.</b>

### **ACADEMIC INTEGRITY**

No plagiarism will be tolerated. If detected, it will result in a grade of zero for the assignment.

## GENERATIVE AI

Outright ban: Students are not permitted to use generative AI for work produced in this course. Given this ban, work created by AI for this course, even if cited, will not be graded.

## CAREY'S GRADING SCALE

Grade class	Descriptors	Letter grades	GPA	Detail	%
A class work Excellent, superior work	Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, of publishable quality, and benefits the wider Christian community. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.	A+ A A-	4.0 4.0 3.7	Special Commendation work Consistent A-class work Generally A-class work, some lapses and areas for refinement	100-98 97-94 93-90
B class work Good solid work	Accomplishes all course outcomes and objectives. Work produced is good quality, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to the subject.	B+ B B-	3.3 3.0 2.7	Primarily B-class, superior to some areas Consistent B-class work Generally B-class work, some lapses and areas for refinement	89-87 86-84 83-80
C class work Passable but needs to improve	Accomplishes enough course outcomes and objectives to be passable. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic, but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent.	C+ C C-	2.3 2.0 1.7	Primarily C-class, better in some areas Consistent C-class work Generally C-class work, but this is based on generous interpretation. Elements that fall significantly short, marginally passable.	79-77 76-74 73-70

F class work Not passable	Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.	F	0	Generally unpassable work.	69-0
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