



On-Campus Course Syllabus
OTS 510 SP.L1
O.T. Intensive: The Book of Job
Spring 2020

Class Information

Day and Time: Thursday 1:30 p.m. – 4:00 p.m.

Room Number: E209

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: M 2–4; Tu 10–11; Th 4:30–5:30; and by appointment

Course Description and Prerequisites

An historical-grammatical exegesis of the Book of Job with attention to critical and interpretational issues, theology, and contemporary relevance.

Course Objectives

Upon completion of the course the student should be able to:

- A. Determine and demonstrate what is the central message of the book,
- B. Show what the major themes of the book are and how it develops them,
- C. Describe the progress of thought throughout the book,
- D. Show how the book relates to its contemporary ancient Near Eastern literature,
- E. Identify and describe major critical, interpretational, scholarly issues in the book,
- F. Integrate the concepts in the book to his/her biblical theology,
- G. Make relevant contemporary applications of the book, and
- H. Compose papers to build one's biblical theology from Job.

Required Textbooks

- A. The Book of Job in the Bible
- B. Hartley, John E. *The Book of Job*. New International Commentary on the Old Testament, edited by R. K. Harrison. Grand Rapids, MI: Eerdmans, 1988. (978-0802825285)

Recommended Reading

- A. Archer, Gleason L., Jr. *The Book of Job: God's Answer to the Problem of Undeserved Suffering*. Grand Rapids, MI: Baker, 1983. (978-0801001901)
- B. Habel, Norman C. *The Book of Job: A Commentary*. Old Testament Library, edited by Peter Ackroyd, James Barr, Bernhard W. Anderson, James L. Mays. Philadelphia: Westminster, 1985. (978-0664222185)
- C. Zuck, Roy B. *Sitting with Job: Selected Studies in the Book of Job*. Eugene, OR: Wipf and Stock, 2003. (978-1592443840)

Course Requirements and Assignments

- A. **Reading the Book of Job** 5 times in different versions. The versions may be selected from the following: CSB, ESV, JB/NJB, KJV/NKJV, NAB, NASB, NEB/REB, NIV, NLT, RSV/NRSV, Tanach (JPSV). You may also read Job in languages other than English. See the schedule in class calendar below. Report these readings on Canvas.
- B. **Read Hartley's commentary** and write a 5-page evaluation of the book. See the schedule in the calendar below. Submit the assignment as a MS Word document on Canvas.

The evaluation should include your thoughts on the following, which must include not only your conclusions, but also the reasons for your conclusions:

1. Hartley's view of the inspiration of Scripture
2. The degree of his dependence on and independence from other scholars
3. His major method(s) of supporting his interpretations
4. Any views of his that you find unusual
5. The audiences to which you would recommend and not recommend the book

Requirements for format:

1. MS Word document
 2. Title page with your name, course title and number, date of submission
 3. Double space
 4. Include quotation marks and page number every time you make an exact quote, for example, "Egyptian does not have a word for 'wisdom'" (p. 291). Do not footnote these references, this is a book review.
 5. If you refer to other writings, footnote them according to the *Criswell Manual of Style*, <http://www.criswell.edu/images/uploads/Style> Manual (Criswell Edition 3) - Aug 2010.pdf.
- C. **Periodic Reading** to introduce you to major critical matters in the book. See the schedule in the class calendar below. Report these readings on Canvas:
1. Bill T. Arnold, and Bryan E. Beyer, "Job: One Man's Search for Justice," in *Encountering the Old Testament: A Christian Survey*, 2d ed., Encountering Biblical Studies, edited by Walter A. Elwell and Eugene H. Merrill (Grand Rapids, MI: Baker, 2006), 289-301 (chapter 20). Abbreviated AB.
 2. Andrew E. Hill, and John H. Walton, "Job," in *A Survey of the Old Testament*, 3d ed. (Grand Rapids: Zondervan, 2009). Abbreviated HW.
 3. C. Hassell Bullock, *An Introduction to the Old Testament Poetic Books* (Chicago: Moody, 1979), 17-48.
 4. Derek Kidner, *The Wisdom of Proverbs, Job, and Ecclesiastes: An Introduction to Wisdom Literature* (Downers Grove, IL: InterVarsity Press, 1985), 56-89.
 5. Roy B. Zuck, ed., *Sitting with Job: Selected Studies on the Book of Job* (Grand Rapids, MI: Baker, 1992), 299-315.
- D. **Written** (from at least two full pages to no more than five pages) assignments to develop and evaluate your ability to research, analyze, synthesize, and utilize the material presented in the biblical and ancient Near Eastern literature. See the schedule in the class calendar below. Submit the assignment as a MS Word document on Canvas:

1. Write biblical theology of Satan and evil spirits in the O.T.
2. Write biblical theology of Sheol in the O.T.
3. Write a poetic analysis of Job 21
4. Write biblical theology of counseling those who suffer from the Book of Job
5. Compare and contrast the Book of Job with Babylonian *Ludlul Bēl Nēmequ*, "I Will Praise the Lord of Wisdom," and Sumerian "Man and His God"
6. Write biblical theology of the doctrine of retribution
7. Clarify how God's speeches to Job answered the man's questions about suffering

Requirements for format: Consult the *Criswell Manual of Style*, [http://www.criswell.edu/images/uploads/Style Manual \(Criswell Edition 3\) - Aug 2010.pdf](http://www.criswell.edu/images/uploads/Style%20Manual%20(Criswell%20Edition%203)%20-%20Aug%202010.pdf).

- E. **Quizzes:** The quizzes test your ability to remember and follow the structure of the book as well as your ability to quickly locate matters of interest in the book. Learn the outline of the Book of Job and be able to reproduce it in writing any time after the second week of class.
- F. **Elihu paper:** Research the speech of Elihu, summarize his arguments, show the different interpretations of his speech by scholars and explain what the speech contributes to the book of Job. The paper should be 10-12 pages of content in length, a MS Word document, submitted on Canvas, and in Turabian format. It must include citations of scholarly sources and a bibliography of at least six sources.
- G. **List of Applications:** Type a list of 50 personal applications from the text and theology of the Book of Job. You may originate some of these and also find some from other writers and speakers. Take the biblical doctrine of retribution into account. See the schedule in the class calendar below. Submit the assignment as a MS Word document on Canvas.
- H. **Final exam:** The final exam is an essay exam intended to test your ability to analyze and synthesize the material of the course, and then to communicate your conclusions. The test covers primarily these issues: the central message of the book, the major themes of the book, the progress of thought throughout the book, the doctrine of retribution in Job, the doctrine of God.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	

B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Proportions of total grade:

- | | |
|--------------------------|-------------|
| 1. Bible reading | 5% |
| 2. Commentary reading | 10% |
| 3. Commentary evaluation | 5% |
| 4. Chapter/article | 5% |
| 5. Position papers | 35% |
| 6. Quizzes | 10% |
| 7. Applications | 10% |
| 8. Elihu paper | 10% |
| 9. Final exam | 10% |
| ❖ <i>Total</i> | <i>100%</i> |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Session	Date	Subject	Assignment Due
1	Jan 23	Syllabus, introduction to the book, wisdom, and poetry	
2	Jan 30	Job 1–2	Reading HW and AB
3	Feb 6	Job 3–5	Reading of Job; Reading Bullock
4	Feb 13	Job 6–7	Satan
5	Feb 20	Job 8–10	
6	Feb 27	Job 11–14	Reading of Job; ANE Literature
7	Mar 5	Job 15–17	Sheol
8	Mar 12	Job 18–19	Reading of Job
March 16-20: Spring Break—no classes meet			
9	Mar 26	Job 20–21	Poetic analysis of Job 21
10	Apr 2	Job 22–26	Counseling
11	Apr 9	Job 27–28	Reading of Job; Retribution
12	Apr 16	Job 29–31	Reading of Kidner
13	Apr 23	Job 32–37	Elihu
14	Apr 30	Job 38–39	Reading from Zuck; God answers Job
15	May 7	Job 40–42	Reading of Job; Hartley’s evaluation
	May 14	Final exam	Applications

Selected Bibliography

Andersen, Francis I. *Job: An Introduction and Commentary*. Tyndale Old Testament Commentaries, edited by D. J. Wiseman. Downers Grove, IL: InterVarsity, 1976.

Archer, Gleason L., Jr. *The Book of Job: God’s Answer to the Problem of Undeserved Suffering*. Grand Rapids, MI: Baker, 1982.

Balentine, Samuel E. *Job*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2006.

- Barr, James. "The Book of Job and Its Modern Interpreters." *Bulletin of the John Rylands Library* 54 (1971-72): 28-46.
- Brenner, A. "God's Answer to Job." *Vetus Testamentum* 31 (1981): 129-37.
- Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books*. Chicago: Moody, 1979.
- Clines, D. J. A. *Job 1-20*. Word Biblical Commentary, vol. 17. Nashville: Thomas Nelson, 1989.
- Clines, D. J. A. *Job 21-37*. Word Biblical Commentary, vol. 18A. Nashville: Thomas Nelson, 2006.
- Cox, D. "Structure and Function of the Final Challenge: Job 29-31." *Proceedings of the Irish Biblical Association* 5 (1981): 55-71.
- Dhorme, Édouard. *A Commentary on the Book of Job*. Translated by Harold Knight. Nashville: Nelson, 1967.
- Dick, M. B. "The Legal Metaphor in Job 31." *Catholic Biblical Quarterly* 41 (1979): 37-50.
- Duquoc, Christian, and Casiano Floristan, eds. *Job and the Silence of God*. Concilium, no. 169. New York: Seabury, 1983.
- Freedman, David Noel. "The Elihu Speeches in the Book of Job." *Harvard Theological Review* 61 (1968): 503-508.
- Gibson, Edgar C. S. *The Book of Job*. N.p.: Nethuen, 1899. Reprint, Minneapolis, MN: Klock & Klock, 1983.
- Gordis, Robert. *The Book of Job and Man: A Study of Job*. Chicago: University of Chicago Press, 1965.
- Gray, J. "The Book of Job in the Context of Near Eastern Literature." *Zeitschrift für die alttestamentliche Wissenschaft* 82 (1970): 251-69.
- Habel, Norman C. *The Book of Job: A Commentary*. Old Testament Library, edited by Peter Ackroyd, James Barr, Bernhard W. Anderson, James L. Mays. Philadelphia: Westminster, 1985.
- Janzen, J. Gerald. *Job*. Interpretation. Atlanta: Knox, 1985.
- Kidner, Derek. *The Wisdom of Proverbs, Job & Ecclesiastes*. Downers Grove, IL: InterVarsity, 1985.
- Kramer, Samuel Noah. "'Man and His God.' A Sumerian Variation on the 'Job' Motif." *Supplements to Vetus Testamentum*, 3 (1960): 170-82.
- McKenzie, R. A. F. "The Purpose of the Yahweh Speeches in the Book of Job." *Biblica* 40 (1959): 435-45.

- Perdue, Leo G., and W. Clark Gilpin, eds. *The Voice from the Whirlwind: Interpreting the Book of Job*. Nashville: Abingdon, 1992.
- Pope, Marvin H. *Job*, 3d ed. Anchor Bible. Garden City, NY: Doubleday, 1973.
- Reyburn, William D. *A Handbook on the Book of Job*. UBS Handbook Series. New York: United Bible Societies, 1992.
- Ridout, Samuel. *The Book of Job*. Neptune, NJ: Loizeau, 1919.
- Roberts, J. J. "Job's Summons to Yahweh: The Exploitation of a Legal Metaphor." *Restoration Quarterly* 16 (1973): 159-65.
- Rowley, H. H. *The Book of Job*. New Century Bible. N.p.: Marshall, Morgan and Scott, 1976.
- Rowley, H. H. "The Book of Job and Its Meaning." *Bulletin of the John Rylands Library* 41 (1958): 167-207.
- Sanders, Paul S., ed. *Twentieth Century Interpretations of the Book of Job*. Englewood Cliffs, NJ: Prentice-Hall, 1968.
- Smick, Elmer. "Job." In *Expositor's Bible Commentary*. Edited by Frank Gaebelein, vol 4. Grand Rapids, MI: Zondervan, 1988.
- Snaith, Norman H. *The Book of Job: Its Origin and Purpose*. Studies in Biblical Theology, no. 11. London: SCM, 1968.
- Terrien, Samuel. "The Book of Job: Introduction and Exegesis." In *The Interpreter's Bible*, vol. 3. Nashville: Abingdon, 1954.
- Terrien, Samuel. "The Yahweh Speeches and Job's Response." *Review and Expositor* 58 (1971): 497-509.
- Tsevat, M. "The Meaning of the Book of Job." *Hebrew Union College Annual* 37 (1966): 73-106.
- Tur-Sinai, N. H. *The Book of Job*. Jerusalem: Kiryath Sepher, 1957.
- Westermann, Claus. *The Structure of the Book of Job: A Form-Critical Analysis*. Philadelphia: Fortress,