



Course Syllabus OTS 315 L1

Topics in Old Testament: Women in the Old Testament Spring 2026

Class Information

Day and Time: 4:45 – 7:15

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: [Tu Wed 12:30 – 2:30](#)

Guest instructors



Sandra Glahn, PhD
Professor of Media Arts and Worship, Dallas Theological Seminary
Author/editor:
Nobody's Mother; The City of Ephesus: A Short History; Coffee Cup Series (Ruth, Malachi, Luke); Vindicating the Vixens, etc.
January 22 | Inaugural Session
February 12 | Tamar (Gen), Shiphrah, Puah
*Dr. Glahn's sessions are at 6:05-7:15 p.m.)



Jennifer Brooks, DEdMin
Associate Director, DEdMin & DMin, Adjunct Professor of Educational Ministries, DTS
Contributor:
Instructional Strategies for Christian Teachers
January 29 | Eve
April 9 | Abigail



Susie Hawkins, MACL, MABTS
Former Instructor of Women's Ministry, Criswell College
Bible teacher, director of women's ministry, pastor's wife
Author:
Passover, ministry wives, women's commentary, women in Islam
February 12 | Leah



Rebecca Carrell, EdD (in process)
Director of Media Arts and Worship Internships, Advisor to Women, Adjunct Professor of Educational Ministries and Leadership, DTS; Bible teacher
Podcast:
Honestly, Though: Real Talk, Real Life, Real Faith
February 26 | Rahab



Sue Edwards, DEdMin
Professor Emeritus of Educational Ministries and Leadership, DTS
Author/co-Author:
Leading Women Who Wound, 40 Questions About Women in Ministry, Organic Ministry to Women, Discover Together Bible Series (Isaiah, and 19 more), etc.
March 5 | Deborah, Jael, Huldah



Kathy Sibley, BS
Former Instructor of Women's Ministry, Criswell College
Bible teacher, veteran missionary to Israel
March 26 | Ruth



R. Lindsay Ann Nickens, PhD
Professor of Biblical Studies, Dallas Baptist University
Author:
David, Bathsheba, and Uriah (in process)
April 16 | Bathsheba



Rebecca Jowers, DEdMin (ABD)
Founder and Exec. Dir. Poima Foundation; Asst. Dean of Students, Adjunct Professor Educational Ministries, Advisor to Women, DTS
April 23 | Tamar (2 Sam)



Caroline Buie, PhD
Director of Educational Technology, Assistant Professor of Theology, Criswell College
Co-Author:
The Shepherd of Hermas
April 30 | Jezebel



Sharifa Stevens, ThM
Author, speaker, singer
Author:
Vashti: Dishonored for Having Honor
May 7 | Vashti

Course Description and Prerequisites

Testament. (Course may be repeated for credit when the topic differs; prerequisites OTS 101, OTS 201; other

prerequisites may be required.)

For this topics class specifically:

An A study of selected topics related to the languages, history, background, hermeneutics, or theology of the Old in-depth study of the Old Testament's presentation of specific women, with an emphasis on their roles and value in God's workings, relationships to men, and value as role models for Christian women today. Prerequisite: OTS 101

Course Objectives

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

1. Describe the positive (and negative if relevant) qualities of these women as role models for women today
2. Clarify in writing how God used these women to further his revealed purposes
3. Describe and biblically justify the proper relationships between men and women (including but going beyond the wife-husband relationship), and evaluate proper and improper relationships
4. Explain the ways OT women functioned in leadership and service
5. Demonstrate how God used women who were oppressed or otherwise disrespected
6. Research and write about women in the surrounding ancient Near Eastern (ANE) culture

Required Textbooks

1. The Bible (your choice of version; the professor will use the ESV)
2. Faro, Ingrid, and Joyce Koo Dalrymple. *Redeeming Eden: How Women in the Bible Advance the Story of Salvation*. Grand Rapids, MI: Zondervan Reflective, 2025. 978-0310169307
3. Glahn, Sandra, ed. *Vindicating the Vixens: Revisiting Sexualized, Vilified, and Marginalized Women of the Bible*. Grand Rapids, MI: Kregel Academic, 2017. 978-0825444135

Course Requirements and Assignments

*All assignments are required with this **EXCEPTION**: Of the two assignments in green font do only one and of the two assignments in red font do only one. All the assignments have value, but we are giving you a choice out of consideration for your autonomy and, by this, omitting two out of consideration for your time.*

A. Textbook reading

1. Project: Read and report your reading of the textbooks.
2. Purpose: To maximize your understanding of what the authors teach about these biblical women.
3. Procedure: Write 90- to 110-word summary of each chapter. First, state the main point of the chapter in one sentence of no more than 25 words. Then, give the author's major supports/reasons for her/his main point.

Note: for this course you are **not** held responsible for reading or reporting on chapters about New Testament women.

B. Journal

1. Project: Keep a running journal about the women we study, including but not limited to:

How did men respond to each woman?
How did each woman respond to the men/man?
How did God respond to each woman?
How did God respond to those men?

Note: you will not find information to answer all these questions in every case.

2. Purpose: To learn from Scripture the proper and improper responses in female – male relationships.
3. Procedure: Write the fact(s) and your conclusion(s) about what you found for each of these questions. For each conclusion give an example(s) with Scripture reference that supports your conclusion.

Ladies: Using your conclusions, if you were to mentor a teen or another young woman, what would you seek to teach her, how would it affect your relationships to a husband, sons, and other men? What would you teach your son about women? Limit this to no more than a page.

Men: Using your conclusions, how would it affect your relationships to a wife, daughter, and other women? How would it affect how you preach to and pastor women, teach to men about women? What would you teach your son about women? Limit this to no more than a page.

C. Research

1. Project: Discover the status and roles of women of high status in the ANE.
2. Purpose: To learn the broader social context for the women of the OT and how the OT agrees and disagrees with what was happening in the social context.
3. Procedure: This is the study of three women from the list below. Choose one from Mesopotamia, one from Egypt, and another of your choice. The paper must be 10-12 pages of content, trying to keep each woman's section 3-4 pages, recognizing available information varies among them. Your paper should include what can be known from history (including archaeology, though this is less exact), and from legend if there is legend about her. Clearly separate and label what is historical and what is legendary. The significance of the legendary is that it may give the culture's ideas about women. You may use historical fiction and movies, but you must evaluate the fiction and the movie in light of history. You may use books, journal articles, and online sources that footnote their sources.

Egypt:

Nefertiti (diplomacy, politics)
Nefertari (diplomacy, politics)
Tiye (diplomacy, politics)
Hatshepsut (female pharaoh)
Cleopatra (Egypt and Türkiye; Intertestamental)

Mesopotamia

Enheduanna (world's first known author)
Puabi (queen of Ur)
Shammuramat (Assyrian rule)
Ennigaldi (world's first known archaeologist)
Kubaba (queen of Kish)

Persia

Amestris

Arabia

Queen of Sheba (Yemen)

D. Perspectives paper

1. Project: Observe women and men's perspectives in studies and teachings about biblical women.
2. Purpose: To recognize the differences in perspective and adapt teaching, mentoring, discipling, and sermons to meet the needs of each gender.
3. Procedure: Choose three women in the OT, read at least two commentaries and/or articles by women and two by men about each of the women. For example, commentaries on Genesis for Sarah or articles about her. Compare and contrast the women's observations, interpretations, and applications to the men's and draw conclusions about how the difference in genders affects what people notice in the biblical accounts. These commentaries may be technical (to scholars) or popular (to people in general). Differences may be more pronounced in popular works than in technical ones.

Note: we are not looking for who is right and who is wrong, but simply to see what women and men can contribute to biblical understanding. You may discover some authors are rank feminists or chauvinists. Nevertheless, what do they observe (or believe they observe) or conclude about the OT woman they have considered?

E. Scripture reading reports

1. Project: Read the Scripture passage about each woman scheduled for the week before coming to class.
2. Purpose: To maximize your learning from Scripture and for each class session.

3. Procedure: Before each class period (1) read the scripture passage(s) about the woman, (2) write five observations (not interpretations or applications) about them, and (3) prepare one or two questions about them for class discussion. You may use commentaries and articles, but your emphasis should be on what you observe by yourself.

Note: if an asterisk (*) follows a name in the course schedule, you may write two or three observations instead of five.

F. Role models

1. Project: Discover repeatable qualities in these women.
2. Purpose: Learn what qualities in these women should be emulated by Christian women and respected by Christian men.
3. Procedure: Choose 10 women of the OT and evaluate them as positive and/or negative role models for Christian women today. Recognize, each person was human, so had good and bad (or at least, not-so-good) qualities. Base your work on the class presentations and readings but draw your own conclusions.

G. Unnamed women

1. Project: Study stories of unnamed characters.
2. Purpose: to discover the reason or purpose for leaving characters unnamed, particularly women.
3. Procedure: Consult the list of unnamed women in the Old Testament. Select five of them and try to determine why they are unnamed. To find a reasonable conclusion, include five named women and at least two unnamed men and why they are named or unnamed. Compare your results for both genders. You may consult articles and/or commentaries but draw your own conclusions. Be aware that some authors have an agenda, such as men who disrespect women and women who disrespect men.

Note: some women are unnamed in one account but named elsewhere, such as Moses' mother and sister. In such a situation, reflect on the passage(s) where the woman is unnamed. Realize that the answers may be simple rather than sophisticated.

H. Women in genealogies

1. Project: Find and explain the reason for including women in biblical genealogies.
2. Purpose: To evaluate the presence of women in the genealogy of Jesus in Matthew 1.
3. Procedure: Name, give biblical references, and count the women in the genealogies in Genesis 36, 46; Exodus 6; 1 Chronicles 1–9. Attempt a justifiable explanation for why their

names are included. Then do the best you can to evaluate why the women in the genealogy of Jesus in Matthew 1 are included. Take into account that men customarily say these were sinful women and/or were Gentiles, but do not take their word for it.

I. Women of value

1. Project: Search for the values that Proverbs and the Song of Songs (Solomon) teach and/or exalt about women.
2. Purpose: To learn the values that God teaches women should possess and men should value in them.
3. Procedure: Search the books of Proverbs and Song of Solomon (Song of Songs) to discover what God wanted Israel's parents to teach their sons (Proverbs) and a king to teach husbands (Song of Songs) about the value of women. Compare this to what modern authors, speakers, social media, etc., say. Recognize that although Proverbs makes noticeably negative statements about women, the book assumes and states more negative opinions about men. Also, the epitome of wisdom is a woman in chapter 31; the book is not misogynistic.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work

with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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

Weight of Assignments Grading

1. Textbook reading	10%
2. Journal	15%
3. Research/perspectives paper	20%
4. Scripture reading	15%
5. Role models	15%
6. Unnamed women	15%
7. Genealogies/women of value	10%
Total	100%

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 instructors 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 close of the term or semester in which the grade was awarded, 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.

Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a

tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.
For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Yellow highlights indicate guests, their topics, and the session during which they will speak. Dr. D. Brooks (not to be confused with Dr. J. Brooks) will teach all other sessions.

Class	Date	Guests	Topic(s) 1st Session 4:45 – 5:55	Topic(s) 2nd Session 6:05 – 7:15	Assignment Due
1	Jan 22	S. Glahn	Introductions, syllabus	Introductory presentation	
2	Jan 29	J. Brooks	Eve	Sarah	Read (Eve): Gen 1:26-31; 2:18—4:2; 2 Cor 11:3; 1 Tim 2:12-14 (Sarah): Gen 11:29-31; 12:1-20; 13:1-4; 16:1-9; 17:15-22; 18:6-15; 20:1-18; 21:1-12; 23:1-2, 19; 24:67; 25:10-12; 49:31; 50:1-2; Rom 4:16-21; 9:6-9; Heb 11:11-12; 1 Pet 3:6
3	Feb 5		Hagar	Rebekah	Read (Hagar): Gen 16:1-16; 21:8-21; 25:12; Gal 4:21-31 (Rebekah): Gen 22:20-23; 24:1-67; 25:20-28; 26:1-11, 34-35; 27:1-17, 41—28:5; 29:12; 35:8; 49:31
4	Feb 12	S. Hawkins; S. Glahn	Leah	Tamar I, Shiphrah,* Puah*	Women in genealogies/women of value Reading (Leah): Gen 29:15—30:27; 31:4-18, 26-28, 31, 33, 41, 43, 50, 55; 32:22; 33:1-7; 34:1;35:23; 46:15, 18; 49:29-31; Ruth 4:11 (Tamar I): Gen 38:1-30; Ruth 4:12; 1 Chron 2:3-4; Matt 1:3 (Shiphrah and Puah): Exod 1:1-22
5	Feb 19		Rachel	Lot's daughters, Dinah	Reading (Rachel): Gen 29:1-12, 15-31; 30:1-26; 31:4-21, 30-35, 43, 50; 33:1-3, 5-7; 35:16-20, 24-25; 44:24-34; 46:19-25; 48:7; Ruth 4:11; Jer 31:15; Matt 2:18 (Lot's daughters): Gen 19:4-25, 30-38 (Dinah): Gen 30:21; 34:1-31; 46:15
6	Feb 26	R. Carrell	Rahab	Potiphar's wife, Jochebed*	Reading (Rahab): Josh 1:1-5; 2:1-24; 6:15-25; Matt 1:5; Heb 11:31; Jas 2:14-25 (Potiphar's wife): Gen 39:1-20 (Jochebed): Exod 2:1-10; 6:16-20; Num 26:58-59

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7	Mar 5	S. Edwards	Deborah II, Jael, Huldah	Miriam, Zelophehad's daughters*	Unnamed women Reading (Deborah II): Judg 4:1—5:31 (Jael): Judg 4:11, 17-24 (Huldah): 2 Kgs 22:8-20; 2 Chron 34:19-28 (Miriam): Exod 2:4, 7-11; 15:20-21; Num 12:1-15; 20:1; 26:59; Deut 24:8-9; 1 Chron 4:17; 6:3; Mic 6:4 (Zelophehad's daughters): Num 27:1-11; 36:1-12
8	Mar 12		Abimelech's neck crusher,* Jephthah's daughter	Achsah, Zelalponit	Reading (Abimelech's skull crusher): ; (Jephthah's daughter): ; (Achsah): ; (Zelalponit):
Mar 16-20		Spring Break			
9	Mar 26	K. Sibley	Ruth	Naomi	Research/Perspectives Reading (Naomi): Ruth 1:1—2:2, 17—3:5, 16-18; 4:1-4, 14-17
10	Apr 2		Hannah	Levite's concubine, Michal	Reading (Hannah): 1 Sam 1:1—2:10; (Levite's concubine): Judg 19:1-30; (Michal): 1 Sam 18:17-30; 19:11-17; 25:44; 2 Sam 3:7-16; 6:11-23; 21:1-9; 1 Chron 15:28-29
11	Apr 9	J. Brooks	Abigail	Sheba's head tosser,* widow of Zarephath, widow w/sons and oil	Reading (Sheba's head tosser): 2 Sam 20:1-22; (widow of Zarephath): 1 Kgs 17:8-24; (widow with sons and oil): 2 Kgs 41-7
12	Apr 16	L. Nickens	Bathsheba	Shunamite woman, servant to	Role models Reading (Shunammite woman): 2 Kgs 4:8-37;

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				Naaman's wife*	(servant to Naaman's wife): 2 Kgs 5:1-15
13	Apr 23	R. Jowers	Tamar II	Athaliah, Jehosheba*	Reading (Athaliah): 2 Kgs 8:25-27; 11:1-16; 2 Chron 22:2-12; 23:1-21; 24:5-7 (Jehosheba): 2 Kgs 11:1-3; 2 Chron 22:10-12
14	Apr 30	C. Buie	Jezebel	Job's wife, Nitocris?*	Textbook reading Reading (Job's wife): Job 1:2; 2:9-10; 19:17; 31:1, 9; 42:13-15 (Nitocris): Dan 5:1-12
15	May 7	S. Stevens	Vashti	Esther	Scripture reading Reading: the book of Esther
16	May 14				Journal

Selected Bibliography

Davey, Stephen. *Mrs. Job: Lessons from Secondhand Suffering*. Cary, NC: Wisdom for the Heart, 2011.

DeMuth, Mary. *The Most Overlooked Women of the Bible: What Their Stories Teach Us about Being Seen and Heard*. NY: Regnery Faith, 2025.

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Faro, Ingrid, and Joyce Koo Dalrymple. *Redeeming Eden: How Women in the Bible Advance the Story of Salvation*. Grand Rapids, MI: Zondervan Reflective, 2025.

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James, Carolyn Custis. *Lost Women of the Bible: The Women We Thought We Knew*. Grand Rapids, MI: Zondervan, 2005.

Lockyer, Herbert. *All the Women of the Bible*. Grand Rapids, MI: Zondervan, 1988.

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