

Note the Zoom Orientation session on 14 Sept 2020 @4-5pm for this course.
If you have a conflict please contact the professor for alternative arrangements.



Living and Learning from the Psalms

OT 3XP3/5XP5/6XP6
McMaster Divinity College
Dr. Mark J. Boda
Professor of Old Testament

Fall Semester 2020
Hybrid Format: Online (Sept-Dec)
Intensive Oct 20 1:30-5:30pm; Oct 21 9:00am-5:30pm



CONTACT

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Zoom office: <https://mcmaster.zoom.us/j/mjboda>

Faculty Webpage: <http://www.mcmasterdivinity.ca/faculty/core/mark-j-boda>



DESCRIPTION

This course explores the Book of Psalms as a catalyst for personal devotion and contemporary ministry. Giving attention to its original form and function within a worshipping and reading community will unlock its riches for life today both individually and corporately. Attention will be given to its historical setting, literary form, canonical shape, and biblical theological significance. Opportunities will be provided to hone skills for interpreting Hebrew poetry for life today as well as to create contemporary expressions based on the Psalms' themes and forms.

Specializations:

- Biblical Studies (BS)
- Counselling and Spiritual Care (CS)
- Christian History and Worldview (CW)
- Pastoral Studies (PS)

URPOSES

Knowing: That the students have a firm and thorough intellectual grasp of the content, literary form, historical context and theological teaching of the book of Psalms in its historical, canonical and contemporary contexts.

Being: That the students gain an appreciation for the book of Psalms, its expression of theology, its significance for contemporary worship and teaching. That the students encounter the triune God showcased in the psalms and experience a deepening in their relationship with this God.

Doing: That the students acquire competency in interpreting psalms maintaining a balance between ancient context and contemporary significance.

EXTBOOKS

Brueggemann, W. (ed., P. D. Miller). *The Psalms and the Life of Faith*. Minneapolis: Fortress, 1995. ISBN #0800627334

Futato, Mark. *Interpreting the Psalms: An Exegetical Handbook*. Grand Rapids, MI: Kregel Publications, 2007. ISBN #9780825427657

DeClaissé-Walford, Nancy L., Rolf A. Jacobson, and Beth LaNeel Tanner. *The Book of Psalms*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2014. ISBN #0802824935 (available also on Kindle, 2014, ASIN: B00WIVFPYK)

Schaefer, Konrad. *Psalms*. Berit Olam. Collegeville, Minn: Liturgical Press, 2001. ISBN #0814650619

All required textbooks for this class and others at the Divinity College are available from READ. On Books, and should be purchased as early as possible, and at least by the beginning of the term when READ. On Books has its book table here at the College. They can be contacted at: 195 The West Mall, Suite 414, Etobicoke, ON M9C 5K1; phone 416-622-0655 ext. 4; fax 416-622-2308; e-mail books@readon.ca; or www.readon.ca.

FFICE HOURS

I will be online in my Zoom office every Monday afternoon at 4-5pm (Eastern time) to answer any of your questions or chat about anything. Feel free to join me.

<https://mcmaster.zoom.us/jy/mjboda>

ONLINE RESOURCES

We'll be using **Avenue to Learn** to structure our online experience with a guide for each week in the semester, resources for learning, discussion boards, and submission of assignments. We will use **Zoom** for any face-to-face work including office hours and class experiences.

PROGRAM

COMMUNAL EXPERIENCES

Since this is a hybrid course we will spend time together online as well as in person. For online we will use Avenue 2 Learn and Zoom. These sessions online and in person will be used to orient you to the psalms in their original context both in the historical context of Israel as well as in the literary context of the Psalter. These times together will lay the foundation for your independent learning experiences below and give you an opportunity to share your results.

Sept 14	Orientation to course Zoom session at 4-5pm https://mcmaster.zoom.us/jy/mjboda
Week of Sept 14	Psalms in the Life of God's People: Orientation (A2L)
Week of Sept 21	Reading the Psalms of Orientation (A2L)
Week of Sept 28	Reading the Psalms of Disorientation Stage 1 (A2L)
Week of Oct 5	Reading the Psalms of Disorientation Stage 2 (A2L)
Week of Oct 12	Reading the Psalms of Reorientation (A2L)
Oct 17	*Integrating the Psalms Learning Experience due
Oct 20-21:	On campus: Worship service on Tuesday afternoon, Special presentations on Wednesday all day
Week of Oct 26	Interpreting the Psalms—Translation and History (A2L)
Week of Nov 2	Interpreting the Psalms—Forms (A2L)
Week of Nov 9	Interpreting the Psalms—Imagery (A2L)
Week of Nov 16	Interpreting the Psalms—Structure #1 and #2 (A2L)
Week of Nov 23	Interpreting the Psalms—Thrust (A2L)
Week of Nov 30	Interpreting the Psalms—Context, Canon, Application (A2L)
Week of Dec 7	Finish up Interpreting the Psalms learning experience
Dec 11	*Interpreting the Psalms Learning Experience due



DOCTOR OF PRACTICAL THEOLOGY CREDIT (OT 5XP5)

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.



INDEPENDENT AND COLLABORATIVE LEARNING EXPERIENCES (OT 3XP3)

Outside the classroom sessions on campus and online (Avenue 2 Learn and Zoom), learning experiences have been designed in order to integrate and apply the content learned.

Overview: Besides your participation in our class experiences there are basically two learning experiences that you will complete for this course (more if taking this for research degree credit, see further below).

Integrating the Psalms

In this learning experience the psalms will become paradigms in form and theology for contemporary expression. You will choose only ONE of many possible learning experiences (one that fits your interest, learning style, and specialization).

Interpreting the Psalms

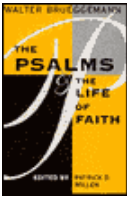
In this learning experience you will take one psalm and interpret it. You will be provided detailed guidance explaining how to interpret a psalm. Then you will take one psalm and interpret following the guide. You will receive input from others on your interpretation and then you will do more work on your passage, consulting secondary literature and revising your work and ultimately produce a research paper.

NTEGRATING THE PSALMS

This will be completed in the first half of the course: weeks of Sept 14–Oct 12.

Goal: The goal of these learning experiences is to display the impact of our study of Hebrew worship in the Psalter on contemporary worship and faith.

A. Phase One: The first step in this learning experience (no matter which one you choose) involves participating in the class online experiences on the cycle of worship during the weeks of September 14–October 12, reading Brueggemann (1995) and reading the entire Psalter (before reading the Psalter make sure you have read the guide for the Phase Two track you choose, you may have something you need to note as you read through these psalms). On the cover page of your assignment please note how much of Brueggemann (1995) and the Psalter you have read.



B. Phase Two: The second step in this learning experience is to choose ONE of the learning experiences within ONE of the tracks below (if you have another creative idea please feel free to suggest it):

1. **Shepherding Track** (these are exemplary, you may propose a different focus in consultation with the professor): Specializations (CS, PS)

a. Psalms for the Sick and Dying: Create a resource tool for ministering to the sick and dying through the psalms. This tool should give you the ability to access different psalms for different stages in the sick–dying–funeral mode as well as to know how to use them in these different settings. You will need to investigate the psychological aspects of these stages in order to know how to shape your resource tool. You will visit one person who is sick or dying and in the course of your visit(s) use the tool. A one page description of this experience should accompany the resource tool. Begin by studying the different stages of the sick–dying–funeral popularized by Kübler–Ross (*On Death and Dying* [New York: MacMillan, 1969]; there are 5 stages). Reflect on recent reflection on this process within Christian theology and articulate your own understanding of ministry to people in these stages of life and death. As you read through the Psalms from beginning to end (1–150) looking for Psalms that would be helpful to use during each stage. Do focussed study on one psalm for each of the five stages so that you have a firm grasp of its meaning and significance and how it relates to the particular stage. Write this up in a resource tool that presents both the psychological aspects and biblical content with integrity (each stage should take 3–5 pages). Then visit someone at least once (but hopefully more than once) and write up your reflections on that experience.

b. Psalms for the Anorexic: Do the same as above but for the conditions of anorexia nervosa and bulimia nervosa. The following materials may be helpful, but search for the most recent resources:

Costin, Carolyn. *The Eating Disorder Sourcebook: A comprehensive Guide to the Causes, Treatments and Prevention of Eating Disorders*. Toronto: N.T.C. Publishers Group, 1999.

Crabb, Larry. *Connections: A Radical New Vision*. Nashville: Word Publishing, 1997.

Treasure, Janet. *Anorexia Nervosa: A Survival Guide for Families, Friends and Sufferers*. London: Psychology Press, 1997.

2. **Worship Arts Track** (these are exemplary, you may propose a different focus in consultation with the professor); Specializations (CW, PS)

a. **Asaph recommissioned** Write three psalms with accompanying music portraying the cycle of worship (Orientation, Disorientation, New/Reorientation) as well as the richness of theology in the Hebrew Psalter. These must be newly created this semester by you and will be shared with the class at the worship finale. Accompanying each piece of written music and lyrics will be a two page summary of the underlying thought and flow of the piece. Suggestions should be offered as to how and where each piece could be used in the context of a local worshipping community.

b. **Bezalel and Oholiab recommissioned** Produce three separate pieces of visual art which explore and express the cycle of worship (Orientation, Disorientation, New/Reorientation) as well as the richness of theology in the Hebrew Psalter. These must be newly created this semester by you. Accompanying each piece will be a two page artist's statement summarizing the underlying thought and emotion of the piece. Suggestions should be offered as to how and where each piece could be used in the context of the worship of the local church.

c. **David recommissioned** Create three separate expressions of dance which explore and express the cycle of worship (Orientation, Disorientation, New/Reorientation) as well as the richness of theology in the Hebrew Psalter. These must be newly created this semester by you. Accompanying each piece will be a two page artist's statement summarizing the underlying thought and emotion of the dance. Suggestions should be offered as to how and where each dance could be used in the context of the worship of the local church.

d. **Divine drama recommissioned** Create three separate 5-10 minute dramatic presentations (complete with script, lighting/sound/staging instructions) which explore and express the cycle of worship (Orientation, Disorientation, New/Reorientation) as well as the richness of theology in the Hebrew Psalter. These must be newly created this semester by you. Accompanying each presentation will be a two page artist's statement summarizing the underlying thought and emotion of the presentation. Suggestions should be offered as to how and where each piece could be used in the context of the worship of the local church.

e. **Ezra recommissioned** Taking your lead from the medieval scribal artistic tradition, reproduce three psalms from the basic types in the cycle of worship (Orientation, Disorientation, New/Reorientation). These must be newly created this semester by you. Accompanying each piece will be a two page artist's statement summarizing the underlying thought and emotion of the piece. Suggestions should be offered as to how and where each piece could be used in the context of the worship of the local church.

3. Worship Leadership Track (these are exemplary, you may propose a different focus in consultation with the professor); Specializations (CW, PS)

a. Levitical Liturgy: plan six church services which incorporate various types of psalms. Each service must be unique, integrated, and creative. You should include worship elements as well as texts, sermon themes/passages (minimum two pages for each). At the top of each service plan you must introduce us to the theological vision you have for that service and any appropriate time of the year or in the life of the church it would be used. After each element in the service you must include a short explanation of what is expected in this element.

b. Levitical Scripture Reading: Design three half hour Scripture Reading experiences based on compositions within the book of Psalms. These must reflect the breadth of expression represented in the cycle of worship (Orientation, Disorientation, New/Reorientation) as well as the richness of theology in the Hebrew Psalter. These must be newly created this semester by you. Accompanying each piece will be a minimum two page summary of the underlying thought and flow of the piece. Suggestions should be offered as to how and where each piece could be used in the context of the worship of the local church.

4. Preaching Track (these are exemplary, you may propose a different focus in consultation with the professor); Specializations (for a: PS, for b: CW, PS, BS)

a. Preaching the Psalms: Plan a minimum 4 week series on the psalms with initial notes on the meaning of the psalms or psalms topics used for this series. Identify carefully the church and cultural context in which this will be preached. Focus attention on the sermon for one of the weeks and preach the sermon in some context, providing reflection on your experience. The series notes should be provided in a 6-8 page paper with an appendix consisting of the written version of the sermon and your reflection on preaching (appendix not counted in the pages noted).

b. Use of the Psalms in Preaching: In a 6-8 page paper layout a hermeneutical and homiletical vision for preaching the psalms, drawing on the best in ministry and biblical studies resources. Identify your approach to the biblical text and culture. Develop a sermon on a psalm (other than the one you are doing for the Interpreting the Psalms learning experience) and preach the sermon in some context, providing reflection on your experience. Include a written version of the sermon and your reflection on preaching it in an appendix to this paper (appendix not counted in the pages noted).

5. Theology and History Track: (these are exemplary, you may propose a different focus in consultation with the professor); Specializations (CW, PS, BS)

a. The Psalms in History and Tradition: Research the way the Psalms have been used throughout Christian history within the worship and proclamation of the church, providing coverage of various eras: early church, medieval church, reformation church, modern church. Write a 8-10 page paper bringing this research into conversation with your own church tradition and personal approach to the Psalter, identifying ways you can envision your tradition expanding their use of the Psalter. Discuss this with a key

leader within your church tradition and report on your discussions in an appendix in your paper (appendix not counted in the pages noted).

b. Psalms in Jewish and Christian Tradition: Interview 5 different leaders in religious traditions which use the Psalms as a religious resource. Follow this up with some research of your own into these traditions, drawing on the best in historical and theological resources for this research. Write a 10–12 page paper, expressing the breadth of approaches to the psalms within faith communities, with a vision for how this should impact your own faith tradition and personal approach to the psalms.

6. Biblical Interpretation Track (these are exemplary, you may propose a different focus in consultation with the professor); Specialization (BS)

Write a 10–12 page paper on one of the following topics utilizing the best in biblical scholarship. In an appendix (not counted in the pages noted) provide an accessible version of this paper for use in a Bible Study or Sermon in a church setting. You will share some of your work with the class during our time together on campus.

- Reading the Psalter as a Book
- The Shifting Role of Genre for Analyzing the Psalms
- Psalms and Intertextuality: How the Psalms connect with other sections of the Old Testament
- Psalms and Trauma
- Collections within the Psalter
- The Psalms of Ascent (Psalms 120–134)
- A focused study on one of the key genres in the Psalms (Lament, Hymn, etc)
- Wisdom and the Psalter
- The Psalms and Christian Ethics
- The Use of the Psalms in the New Testament
- The Dynamics of Parallelism in Hebrew Poetry and Psalms (need Hebrew)
- Hebrew exegesis, translation, syntax or discourse analysis on Psalms (need Hebrew)

7. Research Track: Specializations (CS, CW, PS, BS)

If you are heading towards a research degree (thesis) you are encouraged (but not required) to write a research paper on a topic related to the reading in Brueggemann. This paper has the same requirements as the assignment on Interpreting the Psalms and should engage a depth of scholarship on a topic related to your specialization and approved by the professor.

C. Phase Three: The *third step* in this learning experience is to share your project with the rest of the class at our worship class during our class time on campus.

Value for Project: 40% (note how much of Brueggemann and Psalter you have read, reduced grade for incomplete reading)

Due Date for written version 17 October @ 11:59 pm

Medium: submit in digital format (pdf) to Avenue 2 Learn, for visual materials send links to a web service (Cloud service, Vimeo, Youtube).

Value for Presentation: 10%

Due Date: 20 October in class

NTERPRETING THE PSALMS

This will be completed in the second half of the course: weeks of Oct 26–Dec 7.

Goal: The goal of these learning experiences is to use the principles for Interpreting Hebrew Psalms to interpret a psalm.

A. Phase One: Initial Interpretation and Peer Review

1. Each week during the weeks of October 26–November 30 you will be introduced to an aspect of interpretation of psalms in Avenue 2 Learn. There will be online lectures available to guide you as well as resources in the textbook.

- Analysis of Translation and History (week of Oct 26)
- Analysis of Forms (week of Nov 2)
- Analysis of Imagery (week of Nov 9)
- Analysis of Structure (week of Nov 16)
- Analysis of Thrust (week of Nov 23)
- Analysis of Context, Canon and Application (week of Nov 30)

2. You will choose a psalm from the list below (different one for each person in class and one you have not studied in depth before) and each week you will take that psalm and practice the steps for interpretation on the psalm. In this initial phase you do not have to use a major amount of secondary literature, but are allowed to. You will post this initial interpretation to Avenue 2 Learn and receive feedback each week from a classmate as well as from a doctoral student. Understandably this is an initial draft of your work, so do not be afraid if you have not resolved issues yet.

Psalms available: Psalm 4, 8, 12, 19, 28, 29, 47, 61, 95, 99, 111, 113, 141, 142, 149

Due Date: Weeks of Oct 26–Nov 30

Value: 15% (10% for initial work, 5% for feedback)

Medium: Avenue 2 Learn in appropriate discussion

C. Phase Two: Exegesis Paper

After receiving feedback on Phase One, you will return to this passage and consult a minimum of 10 secondary sources beyond the textbooks for the class (especially you should use commentaries). These secondary sources must include both books and articles, must reflect recent research (after 1980, and best after 2000), and must be elongated treatments of your biblical text, period, or book. This requirement does not include ancient sources used (Josephus, Qumran) or Bibles, Versions, Study Bibles, Bible Dictionaries (or other reference works). Internet resources are usually **not** acceptable and must be approved by the professor (unless through the ATLA resources at McMaster). Go through this material and revise your initial raw research. Finally, drawing from this depth of research you have done on this psalm, create a minimum 10 page research paper which reflects your research and follows the outline below (the percentages are the amount of your paper which should be devoted to each point):

Cover page (note how much of Futato 2007 you have read, grades reduced for incomplete reading)

Introduction (2.5%)

1. Basic theme and overall flow of the Psalm (10%)

2. How rhetoric (imagery and structure) set within history and culture point to the basic theme (50%). Allow the structure of the passage to structure your discussion which is an integrated piece.

3. How this relates to the theology and structure of the Psalter (10%)

4. How this relates to the rest of the canon (15%)

5. Application (10%)

Conclusion (2.5%)

Value: 35%

Due Date: 11 December @ 11:59 p.m.

Medium: submit in digital format (pdf) to Avenue 2 Learn



RESEARCH DEGREE CREDIT (OT6XP6)

For Students taking this course as OT6XP6

1. Mentoring/Teaching/Participation (10%)

- Attend all sessions (online and in person) and participate in discussions online
- Provide feedback to MDiv/MTS students on exegesis work
- Do a half hour presentation in class

2. History of Scholarship (20%)

Read key works in the History of Psalms Research over the past century and write a paper reviewing this history critically including your own perspective. Works: Gunkel, Mowinckel, Westermann, Gerstenberger, Albertz, Kraus, Eaton, Brueggemann, Wilson, Whybray, Brown, Nasuti, Tanner, Bauckham, Mandolfo, Moyise.

3. Translation (20%)

Translate 5 verses of a psalm per week with poetic notes (based on Berlin, Watson). Send to professor by Wednesday 11:59 p.m.

4. Research Paper (40%)

Write a paper on an approved research topic related to the study of the Psalter

5. Research Paper reviews (10%)

Provide peer review of papers written by other students in the research track and research degree category.



OPTIONAL SUPPLEMENTAL READING:

To supplement Futato on interpreting Psalms

- Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 1985.
- Berlin, Adele. *The Dynamics of Biblical Parallelism*. Second ed. Grand Rapids: Eerdmans, 2007.
- Kugel, James L. *The Idea of Biblical Poetry: Parallelism and its history*. New Haven: Yale University, 1981.
- Longman, Tremper. *How to read the Psalms*. Downers Grove, Ill: InterVarsity, 1988.
- Longman, Tremper. *Literary approaches to biblical interpretation*. Foundations of contemporary interpretation ; v. 3. Grand Rapids, Mich: Academie Books, 1987.
- *Miller, P. D. *Interpreting the Psalms*. Philadelphia: Fortress Press, 1986. ISBN 0800618963
- *Petersen, David L, and Kent Harold Richards. *Interpreting Hebrew poetry*. Guides to biblical scholarship. Minneapolis, MN: Fortress, 1992.
- *Ryken, L. J. C. Wilhoit, and T. Longman, eds. *Dictionary of Biblical Imagery*. Downers Grove: IVP Press, 1997.
- Watson, Wilfred G. E. *Classical Hebrew poetry : a guide to its techniques*. Journal for the study of the Old Testament. Supplement series ; 26. Sheffield, England: Sheffield Academic Press, 1995.

To supplement General Introduction to the Psalter

- Brown, William P. *The Oxford Handbook of the Psalms*. Oxford Handbooks in Religion and Theology. Oxford; New York: Oxford University Press, 2014.
- Bullock, C. Hassell. *Encountering the book of Psalms: A literary and theological introduction*. Encountering biblical studies. Grand Rapids, Mich: Baker Academic, 2001.
- Day, John. *Psalms OTG*. Sheffield: Sheffield Academic, 1993.
- *Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids: Baker, 2005.
- *Johnston, Philip, and David G. Firth. *Interpreting the Psalms : issues and approaches*. Downers Grove, Ill./Leicester, England: InterVarsity Press/Apollo, 2005.

To supplement Brueggemann on overall shape and themes of Psalter

- Allen, Leslie C. *Psalms*. Word Biblical themes. Waco, Tex: Word Books, 1987.
- Brown, William P. *Seeing the Psalms: A Theology of Metaphor*. Louisville, KY: Westminster John Knox, 2002.
- DeClaisse-Walford, Nancy L. *Reading from the Beginning: The Shaping of the Hebrew Psalter*. Macon, Ga: Mercer University, 1997.
- *Kraus, Hans-Joachim. *Theology of the Psalms*. Translated by Keith R. Crim. Continental Commentaries. Minneapolis: Augsburg, 1986.
- Mays, James Luther. *The Lord Reigns: A Theological Handbook to the Psalms*. Int. Louisville, Ky: Westminster John Knox, 1994.
- *McCann, J. Clinton, and Nancy Rowland McCann. *A Theological Introduction to the Book of Psalms: The Psalms as Torah*. Nashville, TN: Abingdon, 1993.
- Wilson, Gerald Henry. *The Editing of the Hebrew Psalter*. Chico, CA: Scholars, 1985.

To supplement Brueggemann on Psalms and Life of Faith

- *Allender, Dan B., and Tremper Longman. *The Cry of the Soul: How our emotions reveal our deepest questions about God* Colorado Springs: Navpress, 1994.
- Futato, Mark David. *Transformed by praise: the purpose and message of the Psalms* Phillipsburg, NJ: P&R Pub., 2002.
- Goldingay, John. *Praying the Psalms* Grove spirituality series no 44. Bramcote: Grove Books, 1993.
- Greidanus, Sidney. *Preaching Christ from Psalms: Foundations for Expository Sermons in the Christian Year*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2016.
- Wenham, Gordon J. *Psalms as Torah: Reading Biblical Song Ethically*. Studies in Theological Interpretation. Grand Rapids, MI: Baker Academic, 2012.
- Moyise, Steve, and M. J. J. Menken, eds. *The Psalms in the New Testament*. The New Testament and the Scriptures of Israel. London: T. & T. Clark, 2004.

To supplement NICOT and Schaeffer for Commentary:

- Allen, Leslie C. *Psalms 101–150* Word Biblical Commentary 21. Waco: Word Books, 1983.
- *Broyles, Craig C. *Psalms* Understanding the Bible Commentary Series. Grand Rapids: Baker Publishing Group, 2012.
- Brueggemann, Walter. *The Message of the Psalms: A Theological Commentary*. Augsburg Old Testament studies. Minneapolis: Augsburg, 1984.
- *Brueggemann, Walter., and W. H. Jr. Bellinger. *Psalms* New Cambridge Bible Commentary. New York: Cambridge University Press, 2014.
- Clifford, Richard J. *Psalms 1–72*. Abingdon Old Testament commentaries. Nashville: Abingdon Press, 2002.
- . *Psalms 73–150*. Abingdon Old Testament commentaries. Nashville, TN: Abingdon Press, 2003.
- Craigie, Peter C. *Psalms 1–50* Word Biblical Commentary 19. Waco, Tex: Word Books, 1983.
- Eaton, J. H. *The Psalms : a historical and spiritual commentary with an introduction and new translation*. London ; New York: Continuum, 2005.
- Gerstenberger, Erhard. *Psalms: Part 1 with an introduction to cultic poetry*. FOTL 14. Grand Rapids, MI: Wm B. Eerdmans, 1988.
- . *Psalms: Part 2 and Lamentations* FOTL 14. Grand Rapids, MI: Wm B. Eerdmans, 1988.
- *Goldingay, John. *Psalms* 3 vols. Baker commentary on the Old Testament wisdom and Psalms. Grand Rapids, MI: Baker Academic, 2006.
- Hossfeld, Frank–Lothar, Erich Zenger. *Psalms 2: A Commentary on Psalms 51–100* Hermeneia—*a Critical and Historical Commentary on the Bible*. Minneapolis: Fortress, 2005.
- Hossfeld, Frank–Lothar, and Erich Zenger. *Psalms 3: A Commentary on Psalms 101–150* Hermeneia. Minneapolis, MN: Fortress, 2011.
- *Kraus, Hans–Joachim. *Psalms 1–59: A commentary*. Continental Commentaries. Minneapolis: Augsburg, 1988.
- *———. *Psalms 60–150: a commentary*. Minneapolis: Augsburg, 1989.
- *Longman, Tremper. *Psalms: An Introduction and Commentary*. Tyndale Old Testament Commentaries; Downers Grove, IL: InterVarsity, 2014.
- Mays, James Luther. *Psalms* Interpretation, a Bible commentary for teaching and preaching. Louisville: Westminster/John Knox, 1994.
- Ross, Allen P. *A Commentary on the Psalms* 3 vols. Grand Rapids, MI: Kregel Academic Publications, 2011.
- *Schaefer, Konrad. *Psalms* Berit Olam. Collegeville, MN: Liturgical, 2001.
- Tate, Marvin E. *Psalms 51–100* Word Biblical Commentary 20. Dallas, Tex: Word Books, 1990.
- Terrien, Samuel. *The Psalms: Strophic Structure and Theological Commentary*. ECC. Grand Rapids: Eerdmans, 2003.
- *Wilson, Gerald H. *Psalms (1–72)*. NIVAC. Grand Rapids: Zondervan, 2002.



FORMAT AND EVALUATION

So I can properly evaluate your work the following style guide is to be used for papers in this class.

- **Medium for Submission:** All material in this class is to be submitted in digital format to the professor via Avenue 2 Learn. Please use .pdf format and ensure that what you send is what you want me to read.
- **Style:** All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/resources-forms/>. Failure to observe appropriate form will result in grade reductions. Title page, footnoting where appropriate and bibliography are not included in the length required. Material should be written in excellent modern literary English with proper grammar, spelling, punctuation and rhetoric (including an introduction, conclusion and logical flow of argument). If it helps an outline may accompany the "paper" but this is not included in the length of the "paper." Secondary and Primary sources should be used, cited and footnoted appropriately.
- **Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).
- **Citations:** You must cite the source of your material very carefully using a consistent system, not only when quoting from a section, but also when drawing from it as resource. Quotations should be kept to a minimum as I favour integration of secondary literature (footnoted).
- **Statement on Academic Honesty:** Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations/>

So I can properly evaluate your work and help you grow in your biblical and writing skills the following evaluation guide should be kept in mind as you write:

- **Presentation:** Is the spelling correct? Does the grammar/syntax reflect proper English? Is the paper laid out properly?
- **Argumentation:** Is there a good introduction and conclusion? Does the argument flow with ample support? Is the question answered?
- **Content:** Are all the points considered? Is there proper documentation of sources used?



Note on Timeliness of Submissions: It is really important that all participants in this class submit their material in a timely fashion, especially because in some cases student material is necessary for the class to function (exchanging draft papers, final worship session) and also for the professor to complete his work in time at the midterm and end of the semester. For that reason there are penalties for late materials in this course. Each **DAY** a paper is late will mean the loss of 2% of the potential grade. Take this into account when planning out your semester.

Note on Timeliness of Attendance: From time to time you may find that you are late for class experiences (online or in person). Late arrivals, hereafter called “tardies,” are unacceptable and will lead to a negative disposition in the professor and your classmates. Such “tardies,” however, can be redeemed at the rate of Timbits for the entire class at the session following the tardy as well as a coffee for the professor (for online we will save these up until we are together!).

Further explanation of the Rule of the Timbits (הלכה התמבטים): Because “tardies” raise the ire of the covenant community (bound by this covenantal syllabus document delivered here at the foot of the “Mountain”), those who are late for class must have a means by which to atone for such “accidental sins” (בשגגה, if they are defiant sins, ביד רמה, then the offender will be “cut off” from the community, see Num 15:27–31).¹ which means anyone late for class will need to bring Timbits for the entire class (מנחה) no later than the next class meeting plus a Tim Hortons coffee (נסך) for the professor (cream, no sugar). This מנחה and נסך will function simultaneously as both a sin offering (חטאת, Levi 4) atoning for the accidental sin of the offender and a peace offering (שלמים, Levi 3) enhancing the fellowship of the covenant community. See the high professor for further details and any torah-rulings (see Hag 2:10–14) regarding specific situations.

Especially important is to take seriously the cry of Joel of old in 1:13:

חגרו וספדו הכהנים	Gird yourselves with sackcloth
הילילו משרתי מזבח	And lament, O priests;
באו לינו בשקים משרתי אלהי	Wail, O ministers of the altar!
כי נמנע מבית אלהיכם מנחה ונסך:	Come, spend the night in sackcloth
	O ministers of my God,
	For the grain offering and the drink offering
	Are withheld from the house of your God.

And note his promise of a reward to those repent in 2:14:

מי יודע ישוב ונתחם	Who knows whether He will turn and relent
והשאיר אחריו ברכה	And leave a blessing behind Him,
מנחה ונסך ליהוה אלהיכם	Even a grain offering and a drink offering
	For the LORD your God!

¹ Of course, see the “definitive” work on this: Mark J. Boda, *A Severe Mercy: Sin and Its Remedy in the Old Testament* (Siphrut: Literature and Theology of the Hebrew Scriptures 1, Winona Lake: Eisenbrauns, 2009), 53–54. For specific torah ruling also see the fuller הלכה התמבטים in our Dropbox.

