



Harding University
BOLD 3000.OL (3 hrs)
OT Seminar in Text & Genre: Lamentations
May 11 - July 31, 2020

Instructor Information

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Preferred Method of Contact: All official communication should be directed either to my Harding email account or sent as a Canvas message. You can typically expect a response within 24 hours during the week and within 48 hours on weekends.

Welcome to BOLD 3000 OT Seminar in Text & Genre! This summer course will focus on the lament literature of the Old Testament with a special emphasis on lament psalms and the Book of Lamentations. A number of reasons can be offered for selecting these texts for the object of our study. First, the current COVID-19 pandemic has turned the world upside down leaving many, sick, unemployed, and bereft of loved-ones. We grieve the life we once knew which was so suddenly snatched from us. We fear an uncertain future and wonder when things will return to normal. We typically do not know what to do with such powerful and raw emotions, but Scripture provides resources and guidance for grieving in healthy and spiritually productive ways. Ministers, now more than ever, need to be equipped with this literature to respond appropriately to the intense grief that many are experiencing.

Second, this literature has traditionally been neglected in our churches with the result that our worship services leave little room for such emotions as anger and sorrow, or stages of faith like disillusionment and doubt. A corrective is needed and a careful study of this literature is a step in this direction.

Third, this portion of Scripture teaches the church the language of lament. It gives us words for our sorrow and the sorrow of others, thus opening a door to entering into each other's grief and experiencing what the apostle Paul refers to as "the fellowship of

Christ's suffering." In fact, it was a lament psalm that Jesus recited while hanging in agony on the cross (Psalm 22).

Finally, this literature speaks powerfully to victims of trauma and gives them a voice in the community of faith. Lamentations, in particular, expresses the trauma of survivors of the devastating siege of Jerusalem (589 – 587 BCE). With the growing number of people diagnosed with PTSD, this literature has become especially relevant and needs to be preached, taught, and incorporated into the liturgy and pastoral counseling of the church.

My prayer is that you will find the course material to be practical and spiritually nourishing as well as intellectually stimulating.

Harding University's Mission:

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Click [here](#) to see the ULOs on Harding's Assessment webpage. This class focuses on ULO1 Biblical Knowledge and Application as its primary university-level learning outcome:

ULO 1: Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making.

College of Bible and Ministry Mission Statement

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love and serve God's world through and beyond their chosen vocation.

Catalog Course Description

This course focuses on a specific Old Testament text, exegetical skills, research skills, theological interpretations, canonical setting, critical issues specific to that text, historical and cultural backgrounds, and contemporary application.

This course can be repeated for up to 6 hours of credit based on two distinctive studies in the Old Testament.

Prerequisite(s): Prerequisite: BIB 2020 Hermeneutics or consent of the instructor.

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.

3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)

By the end of this course, students will be able to...

1. Students will be able to demonstrate familiarity with the genres, forms, and rhetorical devices of Hebrew lament literature against the background of its ancient Near Eastern prototypes. (COBAM SLO 1)
2. Students will grasp the underlying theological struggle that inspires biblical laments. (COBAM SLO's 1 & 4)
3. Students will be able to describe the emotional and spiritual journey documented by biblical laments. (COBAM SLO 4)
4. Students will develop strategies for navigating times of devastating personal loss and tragedy with faithfulness and integrity that are informed by biblical lament literature. (COBAM SLO 2)
5. Students will incorporate theological insights from biblical lament literature into their preaching, teaching, worship leading, and counseling. (COBAM SLO 3 & 5)

Course Materials

Melissa M. Kelley, *Grief: Contemporary Theory and the Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010. ISBN: 0800696611

Pemberton, Glenn. *Hurting with God: Learning to Lament with the Psalms*. Abilene, TX: ACU Press, 2012. ISBN: 0891124004

Perry, Robin A. *Lamentations* (Two Horizons Old Testament Commentary). Grand Rapids, MI: Eerdmans, 2000. ISBN: 0802827144

Brief additional readings will be posted on Canvas.

Students may purchase textbooks at the HU bookstore at the following link: <http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus.

Attendance

In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which

becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF. Attendance will be measured by regular participation in weekly course activities including viewing all recorded video lectures and either joining livestream class sessions or viewing the recordings of such sessions within two days of their being posted. **Live Stream class sessions will be held each Thursday from 1:00 - 2:30 pm (with the exception of 7/30, the final Thursday) to allow for discussion of assigned readings, review and student questions related to course material in general. These sessions will be recorded and posted for subsequent review and for those unable to tune in live.** Students in danger of receiving a WF will receive a warning before being dropped from the class. The next missed assignment following the warning will then result in the student's being dropped from the course.

Assessment

This class will consist of the following assignments and assessments:

- Essay Exams – 30% (Midterm = 15%, Final = 15%)
- Reading Quizzes - 20%
- Discussion Forums – 20%
- Final Written Project– 30%

The grade book will be kept online so that students may view their scores at any time on Canvas under the “Grades” tab on the left side. Grades will not be posted elsewhere.

Assignments

1. Essay Exams
 - a. A midterm essay exam will open on Canvas on 6/18 and close on 6/20. It will consist of 3 questions and students will have 60 minutes to compose responses. Students may use a Bible, their textbooks, and class notes to assist them with their responses but the time limit will be strictly enforced.
 - b. A final essay exam will open on 7/27 and close on 7/31. It will consist of 5 questions and students will have 120 minutes to compose responses. Students may use a Bible, their textbooks, and class notes to assist them with their responses but the time limit will be strictly enforced.
2. Weekly Reading Quizzes
 - a. Timed reading quizzes will be posted each week on Canvas over that week's assigned readings.
 - b. Students may use textbooks and their own notes on the assigned pages while taking quizzes but the 12-minute time limit will be strictly enforced.
 - c. Two attempts are allowed on the quizzes and an average of the two grades will be recorded in the Canvas grade book.
 - d. Reading Quizzes will open two days before their due dates which are: 5/15, 5/22, 5/29, 6/5, 6/12, 6/19, 6/26, 7/3, 7/10, 7/17. Quizzes must be completed by 11:59 pm of its due date in order to be considered on time.

3. Five Discussion Forums
 - a. A discussion forum in which students will respond to a brief video, case study, or reflection question will be posted every other week. Discussion forums are designed to serve as a catalyst for student research aimed at facilitating work on the final research project for the course (see below). Therefore students are encouraged to take these forums seriously and approach them with their final paper in mind.
 - b. In addition to responding to the prompt, students must also respond to at least two of their peers. Acceptable responses will refrain from facile agreement and endorsement and consist of some combination of the following elements:
 - i. Request for clarification on specific points of the peer's post consisting of specific, detailed, open-ended questions.
 - ii. Collaborations on matching or complementary ideas in the interest of furthering each other's research for the final paper. These responses will likely be briefer but more numerous as the pair of students engage in a productive back and forth goading each other further and further in-depth and refinement of their ideas.
 - iii. Respectful, thoughtful disagreement or soft critique offering an alternative point of view on specific elements of the peer's post.
 - iv. Expansion upon a peer's post that the student found particularly stimulating. This expansion should be a specific extension of a peer's thought into pastoral ministry, personal spirituality, an idea for how to incorporate a peer's idea into a point of contact with one of the assigned readings, or a point of contact with the student's personal experience that either verifies, challenges, or refines the peer's ideas.
 - c. Discussion forums will be posted on Canvas two days before their due dates which are 5/20, 6/3, 6/17, 7/1, and 7/15. All submissions must be made by 11:59 pm of the due date.
4. A polished, well-written, final draft of a research project will be due on Canvas by Friday, 7/20 at 11:59.
 - a. Each student will select one of the biblical texts or a portion of one of the biblical texts covered in class or in assigned readings as the subject of a detailed exegetical, theological, and pastoral analysis.
 - b. The student should consult at least 15 sources.
 - i. Four of which may be commentaries. (CLO's 1 & 2)
 - ii. At least four of which must be peer-reviewed, scholarly articles from recognized journals in the fields of biblical studies, theology, pastoral ministry, psychology, or sociology (The majority of these should be from biblical studies and theology with a small percentage from related fields.). (CLO's 1 & 2)
 - iii. Approximately three of which should be relevant monographs.
 - iv. At least one item should relate to parallel, primary, extra-biblical sources (e.g. ancient Near Eastern city laments) (CLO 1)

- v. At least one should be a reputable reference work (e.g. Bible dictionary, Bible atlas, Hebrew grammar). (CLO 1)
 - vi. Finally at least one should be a book containing case studies related to helping/counseling grieving persons (e.g. Parkes, Colin Murray, and Holly G. Prigerson, *Bereavement: Studies of Grief in Adult Life*. London: Routledge, 2010.) in order to facilitate the student's appropriation of insights gained from biblical lament to a real-life ministry situation. (CLO 4)
- c. Students must submit a formal prospectus for the paper on Canvas by 6/21 at 11:59 pm consisting of the following elements.
- i. A preliminary title and text
 - ii. A carefully crafted thesis statement that expresses the paper's main objective or argument.
 - iii. A preliminary outline that traces the broad contours of the exegesis/argument that supports the thesis. N. B. proper outline form and procedure may be found at the website associated with the following link
<https://owl.english.purdue.edu/owl/resource/544/01/>
 - iv. A preliminary annotated bibliography consisting of at least 8 of the minimum 15 required sources. Annotations should consist of the following.
 - 1. A statement of the source's relevance to the thesis
 - 2. An anticipation of the role the source will play in the development of the paper's argument
 - 3. An indication of the perspective represented in the source (e.g. Catholic, evangelical, agnostic, feminist, etc.)
- d. The paper should be no less than 15 pages and no more than 20 pages and must consist of the following elements. What follows IS NOT an outline of the paper but simply a checklist of items that should be addressed SOMEWHERE in the paper to be determined by the student's own sense of logical progression and organization.
- i. An analysis of the passage's genre(s) and its relationship to the broader lament tradition in both the Bible and the ancient Near East. (10% CLO 1)
 - ii. A careful tracing and explanation of the text's structure and how this structure contributes to the text's meaning/ significance. (15% CLO 1 & 2)
 - iii. A careful exegesis of each clause with special attention to significant or problematic phrases or words. (25% CLO 1)
 - iv. A discussion of the theological themes that emerge from the text (20% CLO 2)
 - v. A reflection on the spiritual and emotional movement of the text and its relationship to the grieving process as manifested in the student's own life, in the life of a friend/family member, or in a

- culture of particular interest to the student (e.g. the specific mourning period required by Islam, the Jewish practice of Shiva, the Hindu Shraddha ceremony, etc.) (15% CLO 3, 4 & 5)
- vi. A specific plan for how the student might incorporate insights from the chosen text into a particular ministry setting (e.g. counseling, preaching, seminar, youth retreat, small group therapy of grieving teens). This can be a proposed sermon or sermon series based on the text, therapeutic exercises for grieving persons inspired by the text, youth retreat activities/exercises, small group activities, whatever is most relevant to the student's area of ministry and is related to the responsible pastoral care of grieving persons or trauma survivors. (15% CLO 5)
 - e. The prospectus and paper should conform to the style requirements outlined in the SBL Handbook of Style, 2nd Edition.
 - f. Each student will be assigned another student's paper and will be required to offer a response in a special discussion forum. Responses should include the following: an analysis of how well the student handled the lament text that was the focus of the paper based on principles learned in the course, interaction with the theological conclusions drawn including suggestions of additional theological implications or a deepening of those offered in the paper, interaction with the spiritual and pastoral implications of the paper including suggestions for improving pastoral practice on the basis of the paper's findings. **N.B. RESPONSES SHOULD NOT SIMPLY BE ENDORSEMENTS BUT SHOULD ENGAGE THE PAPER CRITICALLY BALANCING ENCOURAGEMENT AND AGREEMENT WITH QUESTIONS, CRITIQUES, AND SUGGESTIONS, ALL OF COURSE IN THE SPIRIT OF HELPING EACH OTHER IMPROVE OUR MINISTRIES TO HURTING PEOPLE.**
 - g. Papers must be submitted on Canvas by 7/18
 - h. Responses to peer's papers must be submitted on Canvas by 7/25

Key Dates

The chart below conveniently lists all of the key due dates throughout the semester to facilitate students' planning and time management

DATE	ASSIGNMENT(S) DUE
5/14	Live Stream Class Session 1:00 - 2:30 pm
5/15	Reading Quiz 1 (Hurting with God, 11-75; Grief, vii - 29)
5/20	Discussion Forum 1
5/21	Live Stream Class Session 1:00 - 2:30 pm
5/22	Reading Quiz 2 (Hurting with God, 77-132; "Don't Get Even, Get Mad" Imprecatory Prayer as a Spiritual Discipline;" Grief, 31-50)
5/28	Live Stream Class Session 1:00 - 2:30 pm
5/29	Reading Quiz 3 (Hurting with God, 133-173); Grief, 51-69)
6/3	Discussion Forum 2
6/4	Live Stream Class Session 1:00 - 2:30 pm
6/5	Reading Quiz 4 (Hurting with God, 175-189; Grief, 71-94)
6/11	Live Stream Class Session 1:00 - 2:30 pm
6/12	Reading Quiz 5 (Hurting with God, 191-207; Grief, 95-119)
6/17	Discussion Forum 3
6/18	Live Stream Class Session 1:00 - 2:30 pm (Review for Midterm) MIDTERM EXAM OPENS at 3:00 pm
6/19	MIDTERM (STUDY OR TAKE)
6/20	MIDTERM EXAM CLOSES;
6/21	PROSPECTUS FOR PAPER
6/28	Live Stream Class Session 1:00 - 2:30 pm
6/26	Reading Quiz 6 (THOTC Lamentations, 1-65; Grief, 121-142)
7/1	Discussion Forum 4
7/2	Live Stream Class Session 1:00 - 2:30 pm
7/3	Reading Quiz 7 (THOTC Lamentations, 66-127)
7/9	Live Stream Class Session 1:00 - 2:30 pm

7/10	Reading Quiz 8 (THOTC Lamentations, 128-180)
7/15	Discussion Forum 5
7/16	Live Stream Class Session 1:00 - 2:30 pm
7/18	FINAL PAPER
7/23	Live Stream Class Session 1:00 - 2:30 pm (Review for Final Exam)
7/25	Peer responses to final papers
7/27	FINAL ESSAY EXAM OPENS (THOTC Lamentations, 180-236 will be included in Final Essay Exam)
7/31	FINAL ESSAY EXAM CLOSES

Class Participation

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

Time Management Expectations

In college classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours of problem-solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning. In this online format, you are expected to spend 135 hours in class time and preparing for courses and completing assignments.

Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

Grading

Grades will be assigned by percentage:

90+	A	60+	D
80+	B	59 & below	F
70+	C		

Late work will be penalized by 10% for every workday late.

Required Technology

See [Center for Distance Education in Bible & Ministry: Technical Requirements](#)

Minimum Technical Skills

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

Canvas, Internet or Technology Outage Policy:

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems, and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: <https://www.canvaslms.com/policies/privacy>

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affects the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student

Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at 501.279.4938 or via email at elarning@harding.edu.

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Drop/Add Dates

Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

Student Support

The academic support team is available to help students with a variety of services such as advising, study help, multicultural services, and career services. Click [here](#) for more information.

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 of the Student Center, telephone, (501) 279-4019.

Accessibility

This course will be facilitated using Canvas, the Learning Management System used by Harding University. [Canvas ADA Compliance Information](#)

Academic Integrity

A key component to online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Lowering of the grade for the course, possibly to “F.”
4. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

Cases of plagiarism or cheating discovered by the instructor will be reported to Academic Affairs after which the student will be notified of the accusation. The student may appeal the accusation with Academic Affairs if the student feels that the accusation is unjust, but upon filing the report the instructor will apply whichever sanction he deems appropriate based on the severity of the offense.

University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. **Never criticize or comment on others grammatical or spelling errors, unless doing so is part of your assignment.**
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://online.uwc.edu/academics/how-online-education-works/online-etiquette>.