

MAC511 Counseling & the Biblical Text 2

Winter 2019 – Mondays 7:30-10:15
Feb 18 – Mar 25 (Saturday: Mar 2)

Last revised: *18 December 2018*

MISSIO'S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

INSTRUCTOR

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Office hours by appointment. Office is in the MacRae House. Straight in, upstairs, turn right.

COURSE DESCRIPTION

Counselors from the Christian tradition recognize the value and influence of the Scriptures in shaping worldview and clinical practice. The three Counseling and Biblical Text courses provide a general orientation to the biblical texts and to the various skills and disciplines needed to read, interpret, apply and communication the text to their life and professional work. Students will also engage the questions of postmodernism and contemporary culture as they impact the task of biblical interpretation application. 3 hours

PERSONAL NOTE FROM THE PROFESSOR

Reading the Second Testament without understanding the First Testament is like only watching the final act of a play. You get to see the climax, but can't fully appreciate why it happened. In this course we will examine the Bible of Jesus and Paul—The Old Testament. As the Old Testament narrates the amazing story of God's relationship with his people, we learn profound lessons about what our relationship with God should or could be like. We will discuss biblical narrative, poetry, wisdom, prophecy and law ("Oh, how I love your law": Ps. 119:97). In addition to reading over half of the OT, we will study and discuss critical OT texts.

Imagine visiting the British Museum and going straight to the Rosetta Stone, admiring it for two minutes, then leaving the museum because you were not familiar with anything else worth seeing. Christians have a tendency to approach the Old Testament in a similar manner. We have a few favorite texts we dip into occasionally, but we ignore the many other priceless treasures scattered throughout the OT. My hope for this class is that we grow not only to understand more profoundly, but also to treasure more deeply, the entire word of God, so that we could become experienced tour guides to the Bible, helping, teaching and empowering the people we serve to love all of Scripture.

David Lamb

COURSE GOALS

My primary goal for this course is to deepen your understanding of and appreciation for the Old Testament, which would allow you not only to grow in spiritual intimacy but also to teach powerfully and to counsel genuinely using the Old Testament.

COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
<i>Goal 1: Students will live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and others.</i>	<i>At the successful completion of the course you should be able to:</i> 1) Teach from OT material in a manner that engages contemporary audiences and challenges them to be involved in God's mission to bring all people into relationship with him. 2) Develop wise, ethical, humble uses of texts regarding common problems in living with people of faith.
<i>Goal 3: Students will grow in knowledge of the Bible and ability to humbly interpret and apply it in light of history, culture, and genre.</i>	3) Study OT texts energetically for personal benefit and enrichment. 4) Articulate the major themes of each of the OT books and discuss their relationship to the rest of Scripture, particularly the New Testament. 5) Reflect on spiritual lessons from OT texts and apply them both personally and corporately.

ASSESSMENTS AND METHOD OF EVALUATION

ASSIGNMENT OR ASSESSMENT	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS
1) Attendance, Participation & Preparation	1, 2, 3, 4, 5	10	4 (outside class)
2) Reading the Bible and Textbooks	1, 2, 3, 4, 5	25	40
3) Spiritual Narrative Reflection	1, 2, 3, 5	10	8
4) Psalm of Lament	2, 3, 5	10	8
5) Teaching Series	1, 2, 3, 5	20	10
6) Final Examination	1, 2, 3, 4	25	10
TOTALS		100%	80
INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS FOR A HYBRIDIZED MAC COURSE (3 CREDITS)*		RELATED OBJECTIVES	ESTIMATED TIME IN CLOCK HOURS
1) Audio Lectures (4-60 minute lectures)		1, 2, 3, 4, 5	4
2) Reading Guide		1, 2, 3, 4	5
Total			9
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.			

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

REQUIRED TEXTS & MATERIALS

- 1) The **Bible**. We will read all OT texts that that were not read in MAC501, about 500 pages, roughly 60% of the OT. Get started early.
- 2) **Lamb, David T., *God Behaving Badly: Is the God of the Old Testament Angry, Sexist and Racist*** (Downers Grove: InterVarsity Press, 2011).
- 3) **Richter, Sandra, *The Epic of Eden: A Christian Entry into the Old Testament*** (Downers Grove: InterVarsity Press, 2008).

COURSE PROCEDURES & COURSE REQUIREMENTS

- 1) **Attendance, Preparation & participation.** Attend class and participate in discussions as a class and in small groups. For each class after the first one, you will need to spend 20-30 minutes preparing a Bible passage for the class discussion during the next session. I will format these texts on 8½ x 11 paper and you can download this handout (“Discussion texts”) from the class website.
 - a) You can write comments either on a hardcopy of the Word file or into a saved copy of the Word file on your computer. Write in the margins, between the lines, wherever it fits. If using the MS Word file, you can use text boxes or the review feature. Sample passages will be available on the LMS.
 - b) Include comments, observations and questions. Make a note of repeated words, phrases and themes. Note anything unusual, striking and interesting.
 - c) Be creative. Use colored markers, pens or pencils to highlight important words or trace important ideas (or the highlight feature in MS Word).
 - d) As you study the text in this way, I am confident that God will honor your efforts and speak to you directly through his word.
- 2) **Reading.** Read the sections from the Old Testament (see Schedule below) and the required readings (188 pages of Longman and 181 pages of Lamb). Fill out the Reading Chart (on E-Campus) to record your reading assignments. I realize that it is difficult to remember details after reading large portions of Scripture, but this type of approach to the biblical text is essential to broaden our understanding of God’s purpose and mission.
 - a) **Submit** Reading Chart by the final class (hard-copy or emailed to dlamb@biblical.edu).

For all submitted papers in this course (assignments 3, 4, 5):

- a) **Look over** the assignment **rubric** on E-Campus, which explains the grading of assignments.
 - i) **Print out** a copy of the rubric and attach it to the end of your assignment.
- b) **Submit** hard-copies in class by the due date.
 - i) Assignments submitted electronically lose 2%.
 - ii) Late assignments lose 1% per day late.
- c) **Don’t include** a title page. Put name, date and the class on the top of the first page.
- d) **Use** 12-point font, double-spaced lines and 1” to 1.25” margins on all 4 sides.

- e) **Include** page numbers and print double-sided if possible.
 - f) **State** the word count at the end of the paper.
- 3) **Spiritual Reflection Narrative.** Write a reflection (500-600 words; state word count at the end) from the perspective of one of the characters in the narrative material of the OT about the spiritual impact of a specific textual incident.
- a) Pick a character and then an event from that person's life that you find personally intriguing. The character could be a major one or a minor one. If you are stuck, pick one from Genesis (e.g., Adam, Eve, Abraham, Sarah, Hagar, Lot, Isaac, Joseph, Potiphar, Potiphar's wife).
 - b) At the beginning, state clearly who you are and what text you'll focus on.
 - c) Read over a couple of commentary discussions of your text. What light do these commentaries shed on what was going on for your character?
 - d) Put yourself "in their shoes". Reflect on what the incident would have been like for them. How has the incident affected them? If you were that person what would you have thought or felt?
 - e) Include a very brief introduction (1-2 sentences) explaining who you are and what text your incident comes from.
 - f) Write as that person. The first person perspective of your reflection comes from their possible responses to the incident.
 - g) Don't change the story, but feel free to fill in some gaps to flush out the narrative.
 - h) What was their attitude toward God? How has it changed because of what happened? This is the heart of the assignment, so your reflection should focus on your character's relationship with God.
 - i) Submit a hard-copy by **Mar 11**. Follow APA style guidelines as much as possible.
 - j) Here's a brief example (yours will be longer).

I am the messenger who presented the message about the Philistine defeat to Eli (1 Sam. 4:12-18).

I wanted to die. I had never run that fast or that far in my life (about 20 miles, think Marathon). After an hour of running, my side was aching, my feet were bloody, my throat was parched and my knees were buckling. I just wanted to quit. But as bad as I felt, the news I was delivering made it much worse. I had to get back and tell the people of Shiloh and particularly Eli about how we were crushed by the Philistines, how Eli's sons were killed and, worst of all, how they captured the ark.

The ark. For us to have lost to the Philistines at first was a shock and we questioned why YHWH allowed that to happen, but then we figured it out. We just needed the ark. That would do it. We'd destroy them. YHWH would fight for us, just like he did in Egypt. When the ark came into camp and we celebrated. We may have lost yesterday, but we'll win tomorrow. The Philistines were terrified. Even they knew we couldn't lose with the ark on our side. We went out to face the Philistines confident. There was no way we could lose when YHWH was with us.

But then we lost! It was a rout. Toward the end, we fled and they took the ark with them. No one could believe it, not even the Philistines. It didn't make any sense.

YHWH, why did you let that happen? You defeated Egypt, the most powerful empire on earth, but you couldn't protect us against the Philistines? Did you forget about us? Where were you? You certainly weren't in the ark. I won't ever be able to trust you again. YHWH, why did you desert us when we needed you so desperately? I thought we were your people and you promised always to

fight for us. Now we don't even have the ark anymore. Are you going to fight for the Philistines now?

When he hears about the ark, Eli is going to die.

- 4) **Psalm of lament.** Write an individual psalm of lament in English using Hebrew parallelism, reflecting on a painful experience from your own life or from that of a close friend or family member. It is best to choose a recent incident as it will be easier to recall thoughts, feeling and emotions. If you are stuck, read over some lament psalms. I will keep your psalms confidential.
 - a) **Use** 2nd person pronouns for God/YHWH.
 - b) **Express** emotions honestly, directly, bluntly.
 - c) **Use** figurative language and questions to communicate these feelings.
 - d) **Include** sufficient details to clarify the situation.
 - i) Show why it is bad and why you feel upset, angry, depressed or frustrated. But don't make your psalm a chronology or an analytical description. It is poetry, not narrative.
 - e) **Use** parallelism.
 - i) Each "verse" will have 2 lines, with the second line in parallel construction with the first line. Format your psalm to reflect the parallelism.
 - ii) Use 3 types of parallelism (synonymous, antithetical, synthetic). Label an example of each type.
 - f) **Include** the five elements of a lament psalm (label them):
 - i) Invocation.
 - ii) Complaint. This is the heart of a lament.
 - iii) Petition, based on other scripture, on God's reputation, or on a promise or a covenant.
 - iv) Expression of trust.
 - v) Expression of praise.
 - g) **Be** creative.
 - h) Your psalm should fit on one page. Submit a hard-copy by **Mar 18**. Most psalms will have between 6-15 "verses". Follow APA style guidelines as much as possible.

- 5) **Teaching series.** Arrange a series of 4 teaching sessions from one OT book. Focus each session on one passage or chapter (5-25 verses) which addresses one counseling related topic (e.g., grief, suffering, loss, anger, forgiveness, bitterness, family dynamics, etc.) This assignment will bring together what we have discussed in this course into a series that you can use in your ministries.
 - a) In your **introduction** (less than a page):
 - i) State which book you have selected and why.
 - ii) Explain the context (counseling session, sermon, Bible study, seeker-friendly discussion, children's Sunday school class, seminar at your church, etc.).
 - iii) Describe the audience.
 - iv) Discuss how the series fits together. What is the progression? How is it organized?
 - b) For each of the **4 sessions** (a page or less per session, detailed outlines are acceptable):
 - i) State the passage and the counseling topic you will focus on (don't include the passage in your notes, since that could take up much of the page).
 - ii) Explain how you will bring out your main point.
 - (1) What questions you will use? For discussions, avoid Yes/No questions (Do you

- ever speak to God like Moses did?). Use open-ended questions (How comfortable would you feel speaking to God like Moses?)
- (2) What sub-points you will make?
 - (3) What stories you will tell?
- iii) How will you use creativity (media, visual aids, music, etc.) to help get your point across?
 - iv) How does the text challenge people's perceptions of God?
 - v) What concrete steps would you encourage people to take?
- c) Submit hardcopy by **Mar 25**. Follow APA style guidelines as much as possible.
- 6) **Final exam.** Take the Final exam on E-Campus. It will be mainly multiple choice and will cover material from the lectures and the readings. Closed book, notes, and Bible. Open mind.
- 7) **Instructional equivalents (9 hours total).** These activities involve instruction comparable to what occurs in the classroom. The time required for these activities counts as instructional hours, not as homework. The Reading guide will be graded Pass/Fail.
- a) **Audio lectures (4 hours).**
 - i) Listen to four 60-minute audio lectures, one after each of the first 3 classes. The lectures will be available on [E-Campus](#). You won't submit anything from these lectures, but material from them may be covered on the final.
 - b) **Reading guide on *God Behaving Badly* (5 hours).**
 - i) As you read *God Behaving Badly* (GBB) write down responses to the following questions. I assume it will take about 4 hours to read the book. The 5 hours for this reading guide is in addition to those 4 hours. After 5 hours of work on this reading guide, feel free to stop. Submit a hard-copy of your responses (typed or hand-written) by **Mar 18**.
 - ii) **Chapter 1: A Bad Reputation** (1-3 paragraphs)
 - (1) What negative images of the God of the Old Testament do you or people you know have? What OT texts really disturb you?
 - (2) How do these negative images affect your desire to read or study the Old Testament? How do they affect your relationship with God?
 - (3) What names do you call God as you prayer? What does this suggest about your relationship with God?
 - iii) **Chapter 2: Angry or Loving?** (1-3 paragraphs)
 - (1) Have you ever wondered if God would strike you down for something you did? What was it? Why did you think God would do that?
 - (2) How would you have counseled David after the death of Uzzah?
 - (3) What makes you mad? What areas of injustice provoke you to righteous anger? How can you respond practically to his anger?
 - iv) **Chapter 3: Sexist or Affirming?** (1-3 paragraphs)
 - (1) How well does your church affirm women like YHWH and Jesus did? In what ways are they supportive or not supportive of women?
 - (2) What counseling implications are there that women and men are made in the image of God? How do the curses / consequences of Genesis 3 affect male and female relationships?
 - (3) What would you say to Lot's daughters after they lost their mother and their father offered them up to be raped by the men of Sodom?

- v) **Chapter 4: Racist or Hospitable?** (1-3 paragraphs)
 - (1) How ethnically diverse is your church? How many friends of different ethnicities do you have?
 - (2) Why is it important to interact with people of different ethnicities? What practical steps can you take to diversity your friendships?
 - (3) What counseling related issues would Rahab or the Samaritan woman (John 4) have to work through? How would you help them?
- vi) **Chapter 5: Violent or Peaceful?** (1-3 paragraphs)
 - (1) How can we avoid getting discouraged or confused by the prevalence of so much violence in the Bible?
 - (2) How can we be instruments of peace in conflictual situations?
 - (3) Share a story of a time you loved an enemy or someone you didn't get along with.
- vii) **Chapter 6: Legalistic or Gracious?** (1-3 paragraphs)
 - (1) How do you view the Law? In what ways is the Law meant to be a blessing?
 - (2) Pick an OT law that seems weird and explain possible reasons for why it was given.
 - (3) Why is it difficult for people in our culture to rest? How do you make sure that you and your family and following God's command to rest?
- viii) **Chapter 7: Rigid or Flexible?** (1-3 paragraphs)
 - (1) How stubborn or flexible are you? Do you need to become more or less changeable? In what contexts?
 - (2) What would prompt you to approach God like Hezekiah (with tears) or like the Syrophenician woman (with persistence)? Is this how you normally pray?
 - (3) How would it affect your prayer life if you really expected to change God's mind?
- ix) **Chapter 8: Distant or Near?** (1-3 paragraphs)
 - (1) How comfortable do you feel complaining to God? Why or why not?
 - (2) What does it look like for us to walk with God like Enoch, Noah, and Abraham?
 - (3) What would you say to Jesus on the cross after he said, "My God, my God, why have you forsaken me?"

SCHEDULE WITH ASSIGNMENTS, SUBMISSION METHOD, HOMEWORK HOURS & DUE DATES

Class 1: Monday, February 18. Pentateuch: Genesis. Text: Genesis 32: 22-31.				
Assignment	Method of submission	Due date	Estimated time to complete	Actual time to complete, filled in by student
Read: Exo 21-40; Lev 1-7, 11-27; Num 1-8, 18-20, 28-36; Deut 1-32; 1,2 Chron; Richter 15-118		Class 2	12	
Audio Lecture #1		Class 2	*	
Prepare Exo 32:1-14		Class 2	0.5	
Teaching Series	Hard-copy	Class 8	3.5	
Total for Week			16	
Class 2: Monday, February 25. Pentateuch: Exodus to Deuteronomy. Text: Exodus 32:1-14.				

Read: Psalms; Richter 119-224		Class 3	12	
Audio Lecture #2		Class 3	*	
Prepare Judges 19:22-30; Esther 4:1-17; Psalm 8;		Classes 3, 4, 5	0.5	
Teaching Series	Hard-copy	Class 8	3.5	
Total for Week			16	
Class 3: Saturday, March 2 (PM). 8:30-12:00. History: Joshua to Kings. Text: Judges 19:22-30.				
Class 4: Saturday, March 2 (AM). 1:00-4:30. History: Chronicles to Esther. Text: Esther 4:1-17.				
Class 5: Monday, March 4. Poetry: Psalms. Text: Psalm 8:1-9.				
Prepare Job 1:6-22		Class 6	1.5	
Read: Isaiah; Jeremiah; Lamb 9-113		Class 6	6	
Audio Lecture #3		Class 6	*	
Narrative Spiritual Reflection	Hard-copy	Class 6	8	
Reading Guide	Hard-copy	Class 7	*	
Total for Week			15.5	
Class 6: Monday, March 11. Poetry: Wisdom. Text: Job 1:6-22.				
Read: Lamentations; Ezekiel; Lamb 114-181		Class 7	5	
Reading Guide	Hard-copy	Class 7	*	
Audio Lecture #4		Class 7	*	
Prepare Jeremiah 29:1-14		Class 7	0.5	
Lament Psalm	Hard-copy	Class 7	8	
Teaching Series	Hard-copy	Class 8	2	
Final exam	E-Campus	Class 8	1	
Total for Week			16.5	
Class 7: Monday, March 18. Major Prophets. Text: Jeremiah 29:1-14.				
Read: Hosea – Malachi.		Class 8	5	
Prepare Jonah 4:1-11		Class 8	0.5	
Teaching Series	E-Campus	Class 8	1	
Final exam	E-Campus	Class 8	9	
Total for Week			15.5	
Class 8: Monday, March 25. Minor Prophets. Text: Jonah 4:1-11.				
<i>ENJOY YOUR SPRING VACATION!</i>				

Note: All assignments are due by the final due date for the course. After the final due date, faculty cannot grant students permission to submit late work. Students must seek a course extension by the

final due date by submitting a “MAC Academic Request Variance” form to the academic office. The form is available in the e-campus. See the MAC Student Handbook for policies on course extensions.

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

Academic Policies: Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in Missio Seminary’s Academic Catalog, and all requirements concerning their degree programs. The catalog and program supplements (if applicable) are found on Missio’s website.

Course Syllabus: Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should speak with the professor about issues related to course work and deadlines during the course. See “Completion of Course Work” below for policies on course extensions.

E-campus Course Site: Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Student usage of the course site is tracked by the software and monitored by the professor of the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.

Academic and General Integrity: As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the catalog. See the catalog for more information on plagiarism and Missio’s policies related to cheating and plagiarism.

ATTENDANCE POLICY AND GRADES

Students are expected to arrive on time and attend all class sessions. Attendance is especially crucial in courses formatted in block scheduling with evening or all day Saturday class sessions. If you know you are going to miss a class or arrive late, contact the course instructor in advance via email. Nevertheless, your grade may be lowered for absences or lateness at the discretion of the instructor.

COMPLETION OF COURSE WORK – VARIANCE FORMS

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic affairs committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio’s website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

STUDENT COURSE EVALUATIONS

Student course evaluations are an important part of Missio’s commitment to continuous improvement. Students are required to complete the course evaluation within one week of the final

due date of the course. See the catalog and program supplement for your program (if applicable) for more information.

STUDENT PC SECURITY STATEMENT

Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program (see Biblical's Student Handbook for details).

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing