

## COURSE SYLLABUS

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# OT219: 2 Samuel-2 Kings: The Difference Leaders Make

Course Lecturer: Douglas Stuart, PhD

## Course Description

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*2 Samuel-2 Kings: The Difference Leaders Make* will guide students through a study of Israel's kingdom era—as a united nation and as a nation divided into Israel and Judah. It not only covers this critical time in Israel's history, but also provides an essential foundation for studying Israel's prophets.

## Course Objectives

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1. To introduce students to survey information of the Old Testament
2. To help students develop critical and practical aptitudes in understanding the Bible
3. To provide scholarly information that will help students better understand the historical and biblical context of the Old Testament

## Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturer

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*Douglas K. Stuart, PhD*

**Education:**

- Harvard University, PhD
- Yale Divinity School, graduate studies
- Harvard University, BA

**Teaching Career:**

- Professor of Old Testament, specializing in Assyrian and Babylonian languages and literature, Gordon-Conwell Theological Seminary
- Co-chair of the Old Testament Colloquium for the Boston Theological Institute
- Visiting professor, guest lecturer, and speaker at colleges, seminaries, and universities across the United States

### Other Career Highlights:

- Activity in several organizations, including The Evangelical Theological Society, the International Organization for Septuagint and Cognate Studies, and the Society of Biblical Literature
- Radio and television broadcasts, including appearances in both *Mysteries of the Bible* and *Christianity: The First Thousand Years*
- Ordained minister, pastoring numerous churches in Massachusetts and New Hampshire
- Ministry work among gypsies in Eastern Europe
- Fluent in several languages and able to navigate through several others, including Arabic, Aramaic, Assyrian, Babylonian, Egyptian, English, French, German, Greek, Hebrew, Italian, Latin, Romanian, Syriac, Targumic Aramaic, and Ugaritic

### Publications:

- Author of several books, including *Old Testament Exegesis: A Primer for Students and Pastors*, *Studies in Early Hebrew Meter*, and various Bible commentaries including volumes on Hosea, Ezekiel, Malachi, and Jonah. His most bestselling book, *How to Read the Bible for All Its Worth*, has been translated into more than 20 languages.
- Author of numerous journal articles for publications such as *Christianity Today*, *Decision Magazine*, the *Journal of Biblical Literature*, and *Hebrew Union College Annual*

## Academic Honesty

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At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students (when possible), and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**  
If you do not have the bandwidth required to view the video, we provide the option of listening to the lesson or reading the lesson from a transcript.
- **Multisensory learning**  
For students who wish to use a medium other than video, we provide the option of reading the lesson from a transcript of the teaching video (found in the Class Time activity). Students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**  
Students should have a copy of the Bible available in order to read the complete books of the Bible assigned in each lesson. In addition, Scripture passages are linked to online Bible tools for convenience. These online resources also provide an opportunity for students for whom English is a second language to read the Bible passages in one of numerous international translations available.

For all other required reading assignments, CUGN provides the texts for this course in a downloadable Adobe® PDF format.

### Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

### Response Time

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

### Reflection

Through journaling and the use of interactive exercises, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

## Blog

Many of the assignments ask students to record their thoughts in a course blog. Blog entries can be viewed only by the student and by the site administrator, and are not graded.

## Lesson Objectives

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At the end of each lesson, students should be able to accomplish the objectives listed below.

### Lesson 1: 2 Samuel: David's Great Reign

- Describe David's triumphs and defeats and connect them to his character.
- Explain how David responded to his sins in such a way that God would remember him as "A man who followed God with his whole heart."
- List principles for godly living and leadership.

### Lesson 2: 1 Kings: Israel's Decline & Division

- Describe Solomon's great wisdom and folly.
- Explain how Israel became the two nations of Israel and Judah.
- Describe the tragic consequences of rejecting God's will.
- Trace and explain Israel's and Judah's declines.
- Describe the role of Israel's prophets in her religious and political life.
- Formulate principles for building personal obedience to God's Word.

### Lesson 3: The Old Testament "Story" & Its Sources

- Name the Old Testament books that move its story ahead chronologically.
- List and discuss five eras of Old Testament history.
- List and discuss various archaeological sources that provide rich resource data for understanding the Old Testament.

### Lesson 4: 2 Kings: Israel's Decline & Destruction

- Explain why God's people worshiped idols.
- Describe God's response to idolatry and injustice.
- Describe Israel's and Judah's declines and fall to Gentile powers.
- Explain the importance of worshiping God instead of any idol.

## Course Requirements

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In order to receive credit, the student must complete the course requirements within a 90-day period. Those requirements include:

- Viewing the Class Time lectures for each lesson
- Reading Bible passages as assigned for each lesson
- Reading the Bible commentary sections as assigned for each lesson
- Participating in the Response Time forum
- Becoming familiar with Glossary terms
- Keeping a blog in response to reflection questions
- Taking four quizzes and a final examination, scoring a 70% or higher average

Additional information about these requirements is provided below.

## CLASS TIME

The Class Time section of the course includes the following:

- **Lesson Goals:** The Lesson Goals describe the learning outcomes you should achieve by the end of the course.
- **Adventuring Through the Bible by Ray Stedman:** *Adventuring Through the Bible* is provided for your convenience. If you prefer a different approach, feel free to use a Bible commentary of your choosing. If you are taking the course for credit or certification, however, please let our Registrar know the commentary and format you are using so your reading can be validated offline. Please note: In order to balance the number of required readings throughout the course, the readings assigned from *Adventuring Through the Bible* may not always align directly with the Scripture readings for each lesson.

Lesson 1: The Story of David

Lesson 2: How to Lose a Kingdom

Lesson 3: David and the Ark of God

Lesson 4: A Wasted Life

- **Bible reading:** The books of the Bible covered in this course should be read completely at least once.

Lesson 1: Book of 2 Samuel

Lesson 2: Book of 1 Kings

Lesson 3: 1 Chronicles

Lesson 4: Book of 2 Kings

- **Additional Resources:** Within Class Time you will find a link to Additional Resources provided to supplement your learning. These Additional Resources can also be accessed

outside of Class Time, from your main course page. They are described in detail later in the syllabus.

- **Lectures:** The lessons in this course include 25–30 minutes of lecture. These instructional lectures are required viewing, and can be watched as many times as needed. The same content is available in a text file (PDF) (located in the Class Time activity) for students who can benefit from this alternative media. Each lecture includes an ungraded quiz that students can use to test their knowledge along the way.

Lesson 1: 2 Samuel: David’s Great Reign

Lesson 2: 1 Kings: Israel’s Decline & Division

Lesson 3: The Old Testament “Story” & Its Sources

Lesson 4: 2 Kings: Israel’s Decline & Destruction

- **Philip Yancey devotionals:** The lessons in this course contain related devotionals narrated by well-known author, Philip Yancey. These devotionals (required viewing) highlight the people, events, and the consequential circumstances from selected passages covered in each lesson and also provide a devotional element to this study.

Lesson 1: Philip Yancey – The King of Passion (2 Samuel 6)

Lesson 2: Philip Yancey – Northern Kingdom Introduction

Lesson 3: Philip Yancey – New Breed of Heroes (1 Kings 17)

Lesson 4: Philip Yancey – Judah’s Boy Wonder (2 Kings 22)

## ADDITIONAL RESOURCES

These resources are provided to supplement your learning.

- **Shockwave® interactive exercises:** Each of the lessons in this course may contain interactive exercises that are formatted in the Adobe Shockwave format (Free Adobe Shockwave browser plug-in required).

Lesson 1

- 2 Samuel - Overview
- Geography (view Modern Borders: United Kingdom and read Overview)

Lesson 2

- Chronology of OT (view Divided Kingdom and Babylonian Captivity)
- Geography OT (view Modern Borders: Divided Kingdom and read Overview)
- 1 Kings - Overview

- Kings of Israel and Judea (Chart)

#### Lesson 3

- No additional resources

#### Lesson 4

- 2 Kings - Overview

### RESPONSE TIME

Participants will interact with other students worldwide in an ongoing asynchronous threaded forum of several course topics in each lesson.

In order to get the fullest benefit from the Response Time forum, students should complete the Response Time assignment after they have completed Class Time. Then they should return to Response Time after finishing the lesson to see how others respond. The following steps are instructions to the students for completing the assignment:

- Enter Response Time.
- Read the instructions and click the Response Time topic.
- Read the Response Time question and share your thoughts with others.
- Take the time to read other students' postings.

CUGN requires that students' Response Time posts consist of at least 2 to 3 well-developed paragraphs. Think of posts as mini-essays, where you present an idea and support that idea with details, examples, personal experiences, etc.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

### GLOSSARY

Sometimes unfamiliar words appear in the teaching. Those words are necessary to an understanding of the subject matter and, therefore, are listed for students' review and learning.

#### Lesson 1

- Ammonite
- Davidic Covenant
- Hebron
- Jebusite
- Jerusalem

#### Lesson 2

- Bethel
- Dan
- Glory

- Israel, Kingdom of
- Judah, Kingdom of
- Phoenicia
- Sheba
- Tyre

### Lesson 3

- Assyria
- Babylon
- Babylonia
- Idol
- Idolatry
- Samaria
- Syria

### Lesson 4

- Assyria
- Babylon
- Babylonia
- Idol
- Idolatry
- Samaria
- Syria

## QUIZZES AND EXAM

The quizzes and exam will cover the material from the Class Time lectures, Bible reading, other reading, and devotionals. The Bible reading and textbooks should be read in accordance with the schedule of lectures as outlined in this syllabus (i.e., assigned chapters and pages should be read along with listening to each lecture).

## Course Grading and Requirements

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### QUIZZES AND EXAM

Quizzes	40% of Course Grade
Final Exam	60% of Course Grade

### OTHER COURSE REQUIREMENTS

Course requirements noted in this syllabus will be validated before credit is awarded to any student.

## Notes Regarding This Syllabus

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This syllabus is designed to provide learners with an overview of the course. Specific assignments are contained in each lesson.

Individuals taking the class for academic credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to add additional reading requirements and to alter the syllabus to meet their accreditation requirements. Students seeking academic credit should check with their academic institution for details.