

# **SC-626 Jonah and Job (Preliminary Syllabus) Fall 2025**

## **Course Description**

The books of Jonah and Job present seemingly different theologies of God. The book of Job questions God's justice, while analyzing the issue of theodicy. The book of Jonah focuses on divine forgiveness, as it relates to God's sovereignty. Both Job and Jonah offer a portrait of an "unconventional and unpredictable" God. This course examines the "doctrine of God" in both books, and how they relate to one another.

### **Professor:**

Cleotha Robertson, Ph.D., Associate Professor  
Director of the Howard Thurman Center  
[crobertson@hartfordinternational.edu](mailto:crobertson@hartfordinternational.edu)

### **Course Format:**

This course is in synchronous in class and online mode, which requires three hours of activity per week. Therefore, each week, you will meet as a group by Zoom for two hours. A third hour will be spent watching video lectures, participating in online discussion forums, and occasionally, collaborating with a classmate. The Canvas website will provide the most accurate and up-to-date instructions for all aspects of the course.

### **Course Objectives:**

- a. Analyze the content and themes of Job and Jonah;
- b. Demonstrate an awareness of the Doctrine(s) of God in both books;
- c. Articulate the themes of theodicy as presented in both Job and Jonah;
- d. Demonstrate the

### **Course Overview**

1. Introduction to the Course
2. Introduction and Shape of the Old Testament and Hebrew Bible.
  - a. Introduction to Prophetic Literature.
  - b. Role of the Prophets

- c. Language of the Prophets
- d. The book of Jonah
  - i. Placement of Jonah and Dating Issues

### 3. Introduction to the book of Jonah

- a. Jonah Chapters 1 and 2

### 4. Jonah Chapters 3 and 4

### 5. The book of Job.

- a. Job and Wisdom Literature
- b. Outline of the book of Job.

### 5. Person of Satan in the Book of Job

### 6. Themes of the Book of Job.

### 7. Voices in the Book of Job.

- a. The arguments of the “Friends of Job”

### 8. The Role and Identity of Satan

### 9. Theodicy and the Book of Job.

### 10. Theodicy and the Book of Job

### 11. Theophany in the Book of Job.

### 12. Mythology in the Book of Job

### 13. The Issues of Job

## **Reading Assignments**

Periodic Reading to introduce you to major critical matters in the book. See the schedule in the class calendar below.

Report these readings on Canvas:

1. Bill T. Arnold, and Bryan E. Beyer, “Job: One Man’s Search for Justice,” in *Encountering the Old Testament: A Christian Survey*, 2d ed., Encountering Biblical

Studies, edited by Walter A. Elwell and Eugene H. Merrill (Grand Rapids, MI: Baker, 2006), 289-301 (chapter 20).

2. Andrew E. Hill, and John H. Walton, "Job," in A Survey of the Old Testament, 3d ed. (Grand Rapids: Zondervan, 2009). Abbreviated HW.

3. C. Hassell Bullock, An Introduction to the Old Testament Poetic Books (Chicago: Moody, 1979), 17-48.

4. Derek Kidner, The Wisdom of Proverbs, Job, and Ecclesiastes: An Introduction to Wisdom Literature (Downers Grove, IL: InterVarsity Press, 1985), 56-89.

5. Roy B. Zuck, ed., Sitting with Job: Selected Studies on the Book of Job (Grand Rapids, MI: Baker, 1992), 299-315.

6. The Problem of the Book of Jonah. G. Ch. Aalders.  
[https://biblicalstudies.gospelstudies.org.uk/pdf/tp/jonah\\_aalders.pdf](https://biblicalstudies.gospelstudies.org.uk/pdf/tp/jonah_aalders.pdf)

7. Job. An Introduction and Commentary. Tyndale Old Testament Commentary Series. IVP Academic, 2008.

8. Jonah in Hosea- Jonah. Volume 31. Douglas Stuart. Word Biblical Commentary. Zondervan Academic, 2014

### Course Readings and Schedule

Session 1	Introduction
Session 2	Jonah 1 and 2
Session 3	Jonah 3 and 4
Session 4	Job 1-4
Session 5	Job 5-8
Session 6	Job 9-13
Session 7	Job 14-17
Session 8	Job 18- 22
Session 9	Job 23-27
Session 10	28-32
Session 11	33-34
Session 12	35-38

Session 13	39-42
Session 13	Review of Job and Jonah

## **Course Requirements**

### **Assessment**

1. Zoom preparation and participation: Posting of a brief response to the various items engaged in the module—an important step in preparation for discussion during that module's Zoom session. 50% of final grade
2. Short essays: Two or three formal reports, about 750 words in length. 20% of final grade.
3. Culminating Essay: A formal statement of one's ethic of spiritual caregiving, as may be expected when applying for board certification as a chaplain. 20% of final grade
4. Miscellaneous: Credit for tasks that do not fit neatly into our other categories. 10% of final grade

### **Hartford International University Grading Scale**

1. A (95-100) Demonstrates excellent mastery of subject matter and superior ability to articulate this; provides helpful connections to daily life or contemporary issues. Exceeds expectations.
2. A- (90-94) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
3. B+ (87-89) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets course expectations.
4. B (83-86) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
5. B- (80-82) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
6. C+ (77-79) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

7. C (70-76) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

8. F (below 70) Unable to meet the basic requirements of the course.

### **HIU Values for Collaborative Teaching and Learning**

In our courses, we expect that instructors and students alike will strive to be:

- Showing mutual appreciation and respect for others—modeling the privilege to learn from and partner with each other.
- Engaging in cross-disciplinary content and teaching.
- Paying attention to the whole personhood of another—history, race, religion, knowledge, gender, and rank.
- Demonstrating how to disagree respectfully and well.
- Embodying mutuality—learning to construct ideas and skills and experiences together.

### **Plagiarism and Academic Integrity**

Academic honesty and integrity are expected of all students. Plagiarism exists when:

- a. the work submitted was done, in whole or in part, by anyone other than the one submitting the work,
- b. parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement,
- c. the whole work is copied from another source [web-based or print],
- d. the work submitted contains significant portions of one's own previous work used in another course.

### **Inclusive Language**

Hartford International University for Religion and Peace is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

### **Bibliography (Distributed in Class)**