



BRES 3112: Hearing the Psalms in the New Testament

Wednesday, September 23, 2026

1 PM, 2 PM, 3 PM

McInteer 150

Dr. Peter Rice

Course Description

The Psalms of Israel hum constantly in the background of the New Testament. What are they doing there? How are they used, and how should we hear them? This class explores the use of the Psalms in the New Testament, with an eye toward our own reading of the Psalms (and the New Testament) today.

Learning Outcomes

- Gain and demonstrate familiarity with the various uses of the Psalms in the NT

Assignments

- **Submit your independent, original lecture notes.** These should be thorough and cogent, covering all three lectures, which you must physically attend. Do not use AI to produce your notes. Please type or write them yourself. (40%)
- **Read C.S. Lewis, *Reflections on the Psalms*** (any unabridged edition). **Write a 500-word review** of *RotP* (see below). In your review you must truthfully indicate what percentage of the book you read and describe three key insights and three key struggles you had with the book. Note that the struggles should involve the content of the book and not consist of your autobiographical notes about how hard it was to read or how busy you were. You may, however, discuss intellectual struggles you experienced regarding the content. (20%)

- **Creative rewriting of a Psalm.** Choose any biblical Psalm and rewrite it, using your own words. Give one paragraph explaining your artistic decisions. (Did you strive to mimic the parallelism of the Psalm? Did you go for imitation of ambience, tone, etc?) Give a final paragraph describing how rewriting the Psalm helped you understand it better. (What new insights did you gain? etc) (20%)
- **Analyze a New Testament passage** which references or quotes a Psalm, one not covered in the lectures. Paragraph 1: Copy and paste the NT passage and the relevant portion of the Psalm, using a mainstream Bible translation (ESV, NIV, NRSV, etc). Paragraph 2: Note differences in the text of the Psalm as quoted in the NT and as it appears in the Book of Psalms. Paragraph 3: Reflect on how examining the rest of the Psalm (the part that isn't quoted) may add meaning to the part that's cited in the NT. Paragraph 4: Reflect on what use the NT writer is making of the Psalm. (Why choose this Psalm? What does it do in the text?) (20%)

All assignments will be submitted on Canvas. Canvas course opens September 1. Last day to submit assignments is October 31. No later work accepted.

Course Guidelines

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Plagiarism and AI

Plagiarism is a serious breach of academic integrity and is incompatible with the values of Harding School of Theology. Plagiarism includes both obvious forms of illicit reproduction of the work of others as well as subtle, seemingly innocuous kinds of activity, including the following (not exhaustive):

1. Presenting someone else's words or novel ideas as your own without proper citation. This includes failing to use quotation marks when quoting someone, even if you otherwise cite their work.
2. Presenting someone else's words with only slight variation (e.g., exchanging occasional words with synonyms but otherwise reproducing their text) without proper citation, including use of quotation marks.
3. Making significant use of your own previously submitted work without the professor's prior approval.

N.B. Intentional plagiarism is a serious offense, reflecting poorly on the guilty-party's character. But plagiarism also happens accidentally—i.e. you don't have to intend to plagiarize in order to be guilty of academic misconduct. Plagiarism often occurs simply through sloppiness and poor documentation (e.g., a student writes a quote in their notes without indicating it's a quote and then later inserts the quote, unattributed, into their paper). Please exercise due caution.

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy. If I suspect you have used generative AI on any assignment (or have otherwise committed academic misconduct), I will ask for your notes and other research tools. You should construct your assignments in such a way that you document and can demonstrate the originality of your work. The best way to do this is usually to compose your papers in a single Google doc, which will provide time-stamped versions of your paper as it develops.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least 135 hours total dedicated to the course outside of class time.

Intellectual Property Statement

The content of this course, including tests and course lectures, are protected by international copyright. No part of course lecture or discussion may be recorded or disseminated, in video or audio form, without the express permission of the professor.

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, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

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