JUDGES TO ESTHER

Dr. Mark D. Futato
Reformed Theological Seminary
OT 510
FALL 2012
GENERAL INFORMATION:

- Instructor: Dr. Mark D. Futato
- Email: mfutato@rts.edu
- Phone: 407-366-9493
- Dates: August 23 to December 3
- Time: Wednesdays 1:00p-3:00p
- Office Hours: By Appointment

SUMMARY OF DUE DATES:

- October 3 at 11a
  - Post #1
- October 17 at 11a
  - Post #2
  - Midterm
- November 14 at 11a
  - Post #3
- November 28 at 11a
  - Post #4
- December 5 at 11a
  - Workbook
  - Reading Report
- December 11 at 4p
  - Final

SUMMARY OF ASSESSMENT VALUES:

- Exams 50%
- Workbook 25%
- Posts 17%
- Reading 8%
PURPOSE AND GOALS

PURPOSE:

- To encourage you in living an abundant life to the glorify God.

OBJECTIVES:

- Comprehension
  - To increase your knowledge of introductory issues in each book from Judges to Esther.
  - To increase your knowledge of the theology in each book from Judges to Esther.
  - To increase your knowledge of the history of Israel from the period of the Judges to the post-exilic community.

- Competence
  - To sharpen your ability to interpret Judges to Esther in their geographical, historical, theological, and literary contexts.
  - To sharpen your ability to apply the teaching of Judges to Esther in your own life and in the life of the local church.

- Character
  - To be a person of growing faith.
  - To be a person of increasing hope.
  - To be a person of deepening love.

ASSIGNMENTS AND ASSESSMENTS

READING ASSIGNMENTS:

- Special introduction
  - You will read 90 pages of this book.

- Exegetical introduction
You will read 184 pages of this book.

Historical introduction


You will read 367 pages of this book.

Theological introduction


You will read 214 pages of this book.

**HISTORY WORKBOOK:**

During this course, you will produce a workbook on the history of Israel by answering questions on chapters 5-15 in *Kingdom of Priests: A History of Old Testament Israel* by Eugene Merrill. The questions are found in the "Study Guide." See below.

Due date: December 5 at 11a.

**DISCUSSION POSTS:**

You will have online discussions of the Book of Ruth and the Book of Esther. (See "Instructions for Registering on Blackboard" below.)

In preparation for these discussions you will read at least the material on Ruth and Esther in:

- Chisholm, Pages 99-100 (Ruth) and Pages 126-128 (Esther).
- Longman & Dillard, Chapter 9 (Ruth) and Chapter 14 (Esther).
- Waltke, Chapter 27 (Esther).

You will submit at least two posts for each discussion.

- Each post is to be between 250 and 500 words.
- The first and third will be your position regarding the theology of the Book of Ruth and the Book of Esther respectively.
- The second and fourth will be your reply to a classmate’s posts.
• Topics:
  • Post #1: How does the Book of Ruth relate the ideas of divine sovereignty and human responsibility and what is at least one implication of this theology for Christian living?
  • Post #3: What is the theological significance of the fact that God is not mentioned in the Book of Esther and what is at least on implication of this for Christian living?

• Grading criteria:
  • Each post must have the following five headings:
    • **Thesis:** A thesis is a one sentence statement about your topic. It’s an assertion about your topic, something you claim to be true. Think about what your readers want or need to know. Then write a sentence—a simple one—stating what will be the main idea of your argument. (1 points)
    • **Proof:** Proof includes logical arguments, examples, facts, supporting opinions. (1 point)
    • **Refutation:** Refutation anticipates objections and counters opposing point(s) of view. (1 point)
    • **Conclusion:** The conclusion indicates the significance or application of the thesis. (1 points)
    • **References:** References are works consulted. Include at least two. (1 points)
  • Bibliography must follow SBL style:
• Due dates:
  • Post #1: October 3 at 11a
  • Post #2: October 17 at 11a
  • Post #3: November 14 at 11a
  • Post #4: November 28 at 11a

**READING REPORT:**

• You will email me and tell me the percentage of Waltke read, and I will give you a corresponding point for every 10% read.

• Due date: December 5 at 11a.

**EXAMS:**

• There are two exams, a midterm and a final.
  • Both exams are online.
  • The midterm:
    • Covers the material through the book of Judges.
    • Opens on October 3 at 4p and closes on October 17 at 11a.
  • The final:
    • Covers the material from the book of Samuel through the book of Ezra-Nehemiah.
    • Opens on December 6 at 9a and closes on December 11 at 4p.
  • Preparation:
    • Be prepared to answer questions based on the lectures. Questions will be taken from the lecture outlines.
    • Be prepared to answer questions based on the Approaching the New Testament section in Longman and Dillard.
**Grading:**

- The workbook is worth 30 points, equaling approximately 25% of your final grade.
- The posts are worth 5 points each or 20 points, equaling approximately 17% of your final grade.
- The reading report is worth 10 points, equaling approximately 8% of your final grade.
- The exams are worth 30 points each or 60 total points, equaling approximately 50% of your final grade.

**Schedule**

**Week 1 (August 22)**
*Introduction to the course*

*Background of Judges to Esther (Part 1)*
- Chisholm, Chapter 1
- Longman & Dillard, Pages 13-17, 25-34
- Waltke, Pages 29-48

**Week 2 (August 29)**

*Background of Judges to Esther (Part 2)*
- Chisholm, Chapter 3
- Longman & Dillard, Pages 34-37

**Week 3 (September 5)**

*The Primary History (Part 1)*
- Waltke, Pages 56-58, 147-156
- Chisholm, Pages 128-129

**Week 4 (September 12)**

*The Primary History (Part 2)*
- Chisholm, Chapter 4

**Week 5 (September 19)**

*OT Historiography*
- Longman & Dillard, Pages 17-24
- Merrill, Chapter 1
Week 6 (September 26)
*The Book of Judges*
  Longman & Dillard, Chapter 8
  Merrill, Chapter 5

Week 7 (October 3)
*The Book of Judges (Continued)*
  Chisholm, Pages 93-99
  Waltke, Chapter 21

*The Book of Samuel*
  Longman & Dillard, Chapter 10
  Merrill, Chapters 6-7

**Reading Week (October 10)**

Week 8 (October 17)
*The Book of Samuel (Continued)*
  Chisholm, Pages 101-112
  Waltke, Chapters 22-23

Week 9 (October 24)
*The Book of Kings*
  Longman & Dillard, Chapter 11
  Merrill, Chapters 8-10

Week 10 (October 31)
*The Book of Kings (Continued)*
  Chisholm, Pages 112-118
  Waltke, Chapters 24-26

*The Chronicler's History*
  Chisholm, Pages 129-131

Week 11 (November 7)
*The Book of Chronicles*
  Longman & Dillard, Chapter 12
  Merrill, Chapters 11-13
Week 12 (November 14)
*The Book of Chronicles (Continued)*
Chisholm, Pages 118-122
Waltke, Chapter 27

*The Book of Ezra-Nehemiah*
Longman & Dillard, Chapter 13
Merrill, Chapters 14-15

Thanksgiving Week (November 21)
*No Class*

Week 13 (November 28)
*The Book of Ezra-Nehemiah (Continued)*
Chisholm, Pages 122-126
Waltke, Chapter 28

**STUDY GUIDE**
Merrill, Eugene H.
*Kingdom of Priests: A History of Old Testament Israel*

**CHAPTER 5**

Key dates
1. period of the Judges

Key Identifications (If a judge, give his or her number)
1. Othniel
2. Ehud
3. Deborah
4. Barak
5. Gideon
6. Abimelech
7. Jephthah
8. Samson

Key Concepts (Answer one)
1. Summarize and evaluate Merrill’s reconciliation of the length of the period of the Judges (300 years), the sum of the judgeships (407 years), and Acts 13:19-20 (450 years)?
2. Briefly describe Canaanite religion.
**CHAPTER 6**

Key dates
1. Saul’s reign
2. David’s reign

Key Identifications
1. Philistines
2. Saul
3. David
4. Jonathan
5. Ahimelech
6. Abiathar

Key Concepts (Answer one)
1. Demonstrate that the establishment of the monarchy was in keeping with God’s plan. In light of this, wherein lay Israel’s sin in requesting a king?
2. Why was Saul rejected as King? How does this square with 1 Chr 16:1-3?
3. Outline David’s rise to the throne in Hebron from his anointing to Saul’s death.

**CHAPTER 7**

Key dates
1. reign of David in Hebron
2. reign of David in Jerusalem

Key Identifications
1. Abner
2. Ish-baal/Ish-boshet
3. Joab

Key Concepts (Answer one)
1. Describe David’s rise to power over all twelve tribes from the death of Saul to his coronation by the twelve tribes at Hebron.
2. Describe and evaluate Merrill’s reconstruction of the chronology of major events. moving of the ark, building of the temple, defeat of the Philistines) in David’s life.
3. Trace the movements of the ark and the tabernacle from Shiloh in the days of the Judges to Jerusalem at the end of David’s reign.

**CHAPTER 8**

Key dates
1. Ammonite wars
2. Absalom’s rebellion

Key Identifications
1. Mephibosheth
2. Ammonites
3. Arameans
4. Tamar
5. Amnon
6. Absalom
7. Zadok
8. Ahithophel
9. Adonijah

Key Concepts (Answer one)
1. Describe how and to what extent David expanded his kingdom at the time of the Ammonite wars.
2. Describe the beginning of the David’s domestic troubles, and relate this to an episode during the Ammonite wars.
3. Describe the merger of the cultic and political spheres in David and at Jerusalem.

CHAPTER 9

Key dates
1. building of the temple

Key Identifications
1. Hadad
2. Rezon
3. Ahijah

Key Concepts (Answer one)
1. What are some possible reasons for the defections of Joab and Abiathar to Adonijah, and how did Solomon deal with these three?
2. How did Solomon link the Davidic covenant to the Mosaic in the context of his building projects?
3. Describe the early cracks in Solomon’s empire, providing the reasons for them.
4. Describe Solomon’s apostasy.

CHAPTER 10

Key dates
1. division of the kingdom
2. Ahab’s accession

Key Identifications. If a biblical king, list the kingdom. (Judah or Israel) and the evaluation given in Kings: 1. Good, 2. Good, but, 3. Bad.
1. Jeroboam I
2. Rehoboam
3. Abijah
4. Asa
5. Jehu ben Hanani
6. Omri
7. Jehoshaphat
8. Ahab
9. Elijah
10. Naaman
11. Elisha

Key Concepts (Answer one)
1. Give the immediate reason for the division of the kingdom.
2. Describe the reign of Jeroboam I, including its relation to the rest of the northern dynasties.

CHAPTER 11

Key dates
1. beginning of Jehu's dynasty

Key Identifications (If a biblical king, list the kingdom. Judah or Israel) and the evaluation given in Kings: 1. Good, 2. Good, but, 3. Bad.
1. Jehu
2. Athaliah
3. Jehoiadah
4. Joash
5. Jeroboam II
6. Uzziah

Key Concepts (Answer one)
1. Summarize the rise and fall of Joash king of Judah.
2. Describe the international scene from 850 to 750, as it relates to the history of Israel and Judah.
3. Describe the reigns of Jeroboam II and Uzziah.

CHAPTER 12

Key Identifications (If a biblical king, list the kingdom. Judah or Israel) and the evaluation given in Kings: 1. Good, 2. Good, but, 3. Bad.
1. Menahem
2. Tiglath-Pileser III
3. Pekah
4. Hoshea
5. Jotham
6. Ahaz
7. Sargon II
8. Hezekiah
Key Concepts (Answer one)
1. Describe the reign of Hezekiah.
2. Correlate the ministries of Hoshea, Isaiah, and Micah with kings of Israel and Judah.

CHAPTER 13

Key dates
1. fall of Nineveh
2. battle of Haran = death of Josiah
3. battle of Carchemish = end of Neo-Assyrian empire
4. first deportation to Babylon, including Daniel
5. second deportation to Babylon, including Ezekiel
6. third deportation and fall of Jerusalem

Key Identifications (If a biblical king, list the kingdom. Judah or Israel) and the evaluation given in Kings: 1. Good, 2. Good, but, 3. Bad.
1. Manasseh
2. Josiah
3. Hilkiah
4. Nebuchadnezzar II
5. Jehoiachin
6. Zedekiah

Key Concepts (Answer one)
1. Describe the reign of Josiah.
2. Describe the major events in Judah from 605 to 586.
3. Correlate the ministries of Nahum, Habakkuk, Zephaniah, and Jeremiah with the kings of Judah.

CHAPTER 14

Key dates
1. fall of the Neo-Babylonian empire
2. decree of Cyrus
3. laying of foundation of the temple
4. completion of the temple

Key Identifications
1. Cyrus
2. Darius Hystaspes
3. Zerubbabel

Key Concepts (Answer one)
1. Describe the life of the Jewish people during the exile.
2. Correlate the ministries of Ezekiel, Daniel, Haggai, and Zechariah with the history of Judah in exile.
CHAPTER 15

Key dates
1. Ezra’s return to Jerusalem
2. Nehemiah’s first return to Jerusalem
3. Nehemiah’s return to Susa
4. Nehemiah’s second return to Jerusalem

Key Identifications
1. Esther
2. Xerxes
3. Artaxerxes
4. Ezra
5. Nehemiah

Key Concepts (Answer one)
1. Correlate the Book of Esther with the history of Persia and the books of Ezra and Nehemiah.
2. Correlate the ministry of Malachi with the history of post-exilic Judah.

INSTRUCTIONS FOR REGISTERING ON BLACKBOARD

One: When you receive it, open the invitation email and click on the Click to confirm and register link.

To confirm your participation, please register using the following link. Once you create an account, you will be enrolled automatically and can begin.

• Click to confirm and register

Two: The link will take you to this page, where you will click on the I Need a CourseSites Account button.
Three: Fill out the form, record your user name and password in a safe place, and click Sign Up.
INSTRUCTIONS FOR USING BLACKBOARD

1. To access the course:
      i. Set this page as a "Favorite" on your Browser, because you will need to login each time you want to access Blackboard.
   b. Login in:
      i. User name = first initial and last name and jp (Judges to Poets), e.g., Mark Twain = mtwainjp.
      ii. Password = last four digits of your Power Campus number. Student ID number.
   c. Click on the RTS OT 02 link under "My Courses" at the bottom of the page.

2. To navigate through the course:
   a. Click on "Announcements."
      i. Course announcements will be posted here.
      ii. Announcements will also come up on the first page after logging in.
   b. Click on Course Information: Information like the syllabus is found here.
   c. Click on Course Documents: Any additional course documents you may need will be posted here.
   d. Click on Communication: Sending email is accessed here.
   e. Click on Discussion Board: All of the discussion forums are accessed here.
   f. Click on Assessments: The exams will be found here.

3. To use the Discussion Board:
   a. Go to the Discussion Board.
      i. Click on the Discussion Board tab on the left navigation bar.
      ii. Click on the "Meet Each Other" forum.
   b. Submit a post.
      i. Click on "Add New Thread" at the top left of the page.
      ii. For the "Subject" type in your topic, e.g., Biographical Sketch + your name.
      iii. Enter your message.
         1. Type a one paragraph introduction of yourself.
         2. You may wish to do this in a word processor, then cut and paste to the "Message" window.
      iv. Attach a photograph, if you wish.
      v. Click "Submit" at the bottom left of the page.
c. Read your post and those of your webmates, by clicking on the underscored subject on the left of the list.

d. Post a reply to the Discussion Board.
   i. Click on "Reply" after reading the post of a webmate.
   ii. Use the default subject.
   iii. Enter your message: Point out something that you and a webmate have in common.
   iv. Click "Submit" at the bottom left of the page.

4. To use email:
   a. Click on the Communication tab on the left navigation bar.
   b. Click on the underscored Send Email.
   c. Click on the underscored All Users to email the entire class.
   d. Click on the underscored Selected Users to email an individual or group of individuals.

5. To take an exam:
   a. Click on the Assessments tab on the left navigation bar.
   b. Click on Practice Quiz.
   c. Click "OK."
   d. Click on the radio buttons next to the correct answer.
   e. Click "Submit" at the bottom left of the page.
   f. Click "OK."
   g. Review the results that will appear.

**FURTHER READING**

**SPECIAL INTRODUCTION**


**The History of Israel**


**Old Testament Historiography**


**Old Testament Narrative**


**Ancient Near East**


**JUDGES**


**SAMIUEL**


**KINGS**

• House, Paul R. *1, 2 Kings.* NAC 8; Nashville: Broadman & Holman, 1995.


**RUTH**


**ESTHER**


**EZRA-NEHEMIAH**


**CHRONICLES**


• Thompson, J.A. *1, 2 Chronicles*. NAC 9; Nashville: Broadman & Holman, 1994.
### Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** OT510 Judges to Esther  
**Professor:** Futato  
**Campus:** Orlando  
**Date:** Fall 2012

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Moderately understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
</tr>
</tbody>
</table>

---

20 | Judges to Esther