GENERAL INFORMATION:
- Instructor: Dr. Mark D. Futato
- Contact Information: See Communication Protocols on Canvas > Course Resources
- Dates: August 26 to December 7
- Time: Thursday 9a-11a
- Office Hours: By Appointment

SUMMARY OF DUE DATES:
- September 23 at 4p
  - Post #1
- October 7 at 4p
  - Post #2
  - Midterm
- October 28 at 4p
  - Post #3
- November 11 at 4p
  - Post #4
- December 9 at 4p
  - Workbook
  - Reading Report
- December 15 at 4p
  - Final

SUMMARY OF ASSESSMENT VALUES:
- Workbook 21%
- Posts 14%
- Reading 7%
- Exams 58%
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 123 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.

• Submission: Canvas (Modules > History Workbook).

• Due date: December 9 at 4p.

**DISCUSSION POSTS:**

• You will have online discussions of the book of Ruth and the book of Esther.

• 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).
  • Walton & Hill, Page 191 (Ruth) and Pages 195-1196 (Esther).
  • Waltke, Chapter 27 (Esther).

• You will submit at least two posts for each discussion.
  • In the subject line put LastName_FirstName, e.g., Futato_Mark.
  • Each post is to be between 250 and 500 words.
• The first and third will articulate your position regarding a point of theology in the book of Ruth and the book of Esther respectively.
• The second and fourth will be your replies to classmates’ 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 one implication of this for Christian living?

• Grading criteria:
  • Post #1 and post #3 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 point)
    • **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:
• Submission: Canvas (Modules > Discussion Posts).

• Due dates:
  • Post #1: September 23 at 4p
  • Post #2: October 7 at 4p
  • Post #3: October 28 at 4p
  • Post #4: November 11 at 4p

**Reading Report:**

• I will give you one point for every 10% of the assigned material in Waltke, *An Old Testament Theology*, that you read.

• The report will be a simple file (PDF) that gives your name and the percentage you have read.

• Submission: Canvas (Modules > Reading Report).

• Due date: December 9 at 4p.

**Exams:**

• There are two exams, a midterm and a final.
  • Both exams will be taken on Canvas.
  • The midterm:
    • Covers the lecture material through the book of Judges.
    • Books of the OT – English divisions and order (see below).
    • Opens on October 1 at 4p and closes on October 7 at 4p.
  • The final:
    • Covers the lecture material from the book of Samuel through the book of Ezra-Nehemiah.
    • Books of the OT – Hebrew divisions and order (see below).
    • Opens on December 3 at 9a and closes on December 9 at 4p.
  • Preparation:
    • Be prepared to answer questions based on the lectures. Questions will be taken from the lecture outlines.
  • Submission: Canvas (Modules > Exams).
Grading:

- The workbook is worth 30 points, equaling approximately 21% of your final grade.
- The posts are worth 5 points each or 20 points, equaling approximately 14% of your final grade.
- The reading report is worth 10 points, equaling approximately 7% of your final grade.
- The exams are worth 42 points each or 84 total points, equaling approximately 58% of your final grade.

Schedule

Week 1 (August 27)

Introduction to the course

Background of Judges to Esther (Part 1): Geography
- Chisholm, Chapter 1
- Waltke, Chapter 1
- Walton & Hill, Pages 2-21

Week 2 (September 3)

Background of Judges to Esther (Part 2): Archaeology and Theology
- Chisholm, Chapter 3
- Walton & Hill, Pages 21-25

Week 3 (September 10)

Background of Judges to Esther (Part 3): OT Historiography
- Chisholm, Chapter 4
- Merrill, Chapter 1
- Walton & Hill, Pages 140-162

Week 4 (September 17)

Background of Judges to Esther (Part 4): The Primary History
- Chisholm, Pages 128-129
- Walton & Hill, Pages 163-179
- Waltke, Pages 56-58, 147-156

Week 5 (September 24)

The Book of Judges
- Chisholm, Pages 93-99
- Walton & Hill, Pages 179-196
- Waltke, Chapter 21
Week 6 (October 1)
*The Book of Judges (Continued)*
Merrill, Chapter 5
Walton & Hill, Pages 197-223

Week 7 (October 8)
*The Book of Samuel*
Chisholm, Pages 101-112
Merrill, Chapters 6-8
Waltke, Chapter 22-24
Walton & Hill, Pages 223-229

Reading Week (October 15)

Week 8 (October 22)
*The Book of Kings*
Chisholm, Pages 112-118
Merrill, Chapters 9-13
Walton & Hill, Pages 230-244
Waltke, Chapters 25-26

Week 9 (October 29)
*The Writings*
Walton & Hill, Pages 213-227
*The Chronicler's History*
Chisholm, Pages 129-131

Week 10 (November 5)
*The Book of Chronicles*
Chisholm, Pages 118-122
Merrill, Chapters 14
Waltke, Pages 753-764

Week 11 (November 12)
*The Book of Ezra-Nehemiah*
Chisholm, Pages 122-126
Merrill, Chapters 15
Waltke, Chapter 28
Week 12 (November 19)
The Book of Ruth
Chisholm, Pages 99-100

Thanksgiving (November 26)

Week 13 (December 3)
The Book of Esther
Chisholm, Pages 126-128
Waltke, pages 765-770

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.
HEBREW CANON

LAW/TORAH

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

PROPHETS/NEVI’IM

Former/Rishonim
Joshua
Judges
Samuel
Kings

Later/Achronim
Isaiah
Jeremiah
Ezekiel
The Twelve

WRITINGS/KETUBIM

Psalms
Job
Proverbs
Ruth
Song of Songs
Ecclesiastes
Lamentations
Esther
Daniel
Ezra/Nehemiah
Chronicles
FURTHER READING

SPECIAL INTRODUCTION


THE HISTORY OF ISRAEL


OLD TESTAMENT HISTORIOGRAPHY

OLD TESTAMENT NARRATIVE


ANCIENT NEAR EAST


JUDGES


**SAMUEL**


**KINGS**

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

**RUTH**


**ESTHER**

• Bechtel, Carol M. *Esther.* Interpretation; Louisville, KY: John Knox, 2001.

**EZRA-NEHEMIAH**


• Thronveit, Mark A. *Ezra-Nehemiah.* Interpretation; Louisville, KY: John Knox, 1992.


**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

### MDiv* Student Learning Outcomes

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Students write extensively on the History of Israel.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Teaches the skills to research further into the original meaning of Scripture, including historical, literary, and theological perspectives.</td>
</tr>
<tr>
<td>Minimal</td>
<td>Reflects on the sovereignty of God over history.</td>
</tr>
<tr>
<td>None</td>
<td>Focuses on likeness to God as he is revealed in the corpus under study.</td>
</tr>
<tr>
<td>None</td>
<td>Reflects on application of corpus to all of life.</td>
</tr>
<tr>
<td>None</td>
<td>Discussion forums are moderated to ensure that students communicate winsomely.</td>
</tr>
<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</th>
<th>Moderate</th>
<th>Students write extensively on the History of Israel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripture</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>
<td>Teaches the skills to research further into the original meaning of Scripture, including historical, literary, and theological perspectives.</td>
</tr>
<tr>
<td>Reformed Theology</td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
<td>Reflects on the sovereignty of God over history.</td>
</tr>
<tr>
<td>Sanctification</td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
<td>Focuses on likeness to God as he is revealed in the corpus under study.</td>
</tr>
<tr>
<td>Desire for Worldview</td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
<td>Reflects on application of corpus to all of life.</td>
</tr>
<tr>
<td>Winsomely Reformed</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>
<td>Discussion forums are moderated to ensure that students communicate winsomely.</td>
</tr>
<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Worship</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>
<td></td>
</tr>
<tr>
<td>Shepherd</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>
<td></td>
</tr>
<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>