JUDGES TO ESTHER

Dr. Mark D. Futato
Reformed Theological Seminary
OT 510
FALL 2016
GENERAL INFORMATION:
- Instructor: Dr. Mark D. Futato
- Contact Information: See Communication Protocols on Canvas > Course Resources
- Dates: August 31 to December 20
- Time: Thursday 10a-12p
- Office Hours: By Appointment

SUMMARY OF DUE DATES:
- September 22 at 4p
  - Post #1
- October 6 at 4p
  - Post #2
- October 12 at 4p
  - Midterm
- October 27 at 4p
  - Post #3
- November 10 at 4p
  - Post #4
- December 14 at 4p
  - Workbook
  - Reading Report
- December 20 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 234 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" on Canvas > Modules > Course Resources > Guides & Guidelines.

• 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).
  • Van Pelt, Chapters 21 (Ruth) and 17 (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 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:

• Submission: Canvas (Modules > Discussion Posts).
• Due dates:
  • Post #1: September 22 at 4p
  • Post #2: October 6 at 4p
  • Post #3: October 27 at 4p
  • Post #4: November 10 at 4p

READING REPORT:
• I will give you one point for every 10% of the assigned material in Van Pelt, *A Biblical-Theological Introduction to the Old Testament* that you read.
• The report will be taken as a quiz on Canvas.
• Due date: December 14 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 Samuel.
    • Books of the OT – English divisions and order (see below).
    • Opens on October 6 at 4p and closes on October 12 at 4p.
  • The final:
    • Covers the lecture material from the book of Kings through the book of Chronicles.
    • 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 (September 1)**

*Introduction to the course*

*Background of Judges to Esther (Part 1): Geography*

- Chisholm, Chapter 1
- Walton & Hill, Pages 2-21

**Week 2 (September 8)**

*Background of Judges to Esther (Part 2): Canaanite Theology*

- Chisholm, Chapter 3
- Walton & Hill, Pages 21-25

**Week 3 (September 15)**

*Background of Judges to Esther (Part 3): OT Historiography*

- Chisholm, Chapter 4
- Merrill, Chapter 1
- Walton & Hill, Pages 140-162

**Week 4 (September 22)**

*Background of Judges to Esther (Part 4): The Primary History*

- Chisholm, Pages 128-129
- Van Pelt, Introduction
- Walton & Hill, Pages 163-179
Week 5 (September 29)

*The Book of Judges*
- Chisholm, Pages 93-99
- Merrill, Chapter 5
- Van Pelt, Chapter 7
- Walton & Hill, Pages 179-223

Week 6 (October 6)

*The Book of Samuel*
- Chisholm, Pages 101-112
- Merrill, Chapters 6-8
- Van Pelt, Chapter 8
- Walton & Hill, Pages 223-229

Week 7 (October 13)

*The Book of Kings*
- Chisholm, Pages 112-118
- Merrill, Chapters 9-13
- Van Pelt, Chapter 9
- Walton & Hill, Pages 230-244

Reading Week (October 20)

Week 8 (October 27)

*The Writings*
- Walton & Hill, Pages 213-227
- Van Pelt, Pages 38-39

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

Week 9 (November 3)

*The Book of Ezra-Nehemiah*
- Chisholm, Pages 118-122
- Van Pelt, Chapter 23
- Merrill, Chapters 14

Week 10 (November 10)

*The Book of Chronicles*
- Chisholm, Pages 122-126
- Merrill, Chapter 15
- Van Pelt, Chapter 24
Week 11 (November 17)
ETS – No class

Thanksgiving (November 24)

Week 12 (December 1)
The Book of Ruth
Chisholm, Pages 99-100
Van Pelt, Chapter 17

Week 13 (December 8)
The Book of Esther
Chisholm, Pages 126-128
Van Pelt, Chapter 21
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**


**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.
**MDiv* Student Learning Outcomes**

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.

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

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<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Strong</td>
<td>Students write extensively on the History of Israel.</td>
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<tr>
<td>Moderate</td>
<td>Teaches the skills to research further into the original meaning of Scripture, including historical, literary, and theological perspectives.</td>
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<tr>
<td>Minimal</td>
<td>Reflects on the sovereignty of God over history.</td>
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<tr>
<td>None</td>
<td>Focuses on likeness to God as he is revealed in the corpus under study.</td>
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<td></td>
<td>Reflects on application of corpus to all of life.</td>
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<td>Discussion forums are moderated to ensure that students communicate winsomely.</td>
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<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
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<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>
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<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
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**Articulation (oral & written)**

Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.

**Scripture**

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.)

**Reformed Theology**

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

**Sanctification**

Demonstrates a love for the Triune God that aids the student’s sanctification.

**Desire for Worldview**

Burning desire to conform all of life to the Word of God.

**Winsomely Reformed**

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.)

**Preach**

Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

**Worship**

Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.

**Shepherd**

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.

**Church/World**

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.