



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3123: Old Testament Historical Books

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the historical books in the Old Testament. Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Recognize the history of ancient Israel from the period of the Judges to the late postexilic period.
2. Understand the theories regarding the emergence of the nation of Israel in biblical times.
3. Distinguish the character and message of the Deuteronomistic History from the Chronicler's History.
4. Identify the major themes and content reflected in the Old Testament Historical Books.
5. Explain the theological messages evident in the Old Testament Historical Books.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6).

COURSE TEXTBOOKS

Holy Bible. Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work. 6th ed.*, Department of Bible and Theology, 2017.

ISBN: 8780000122200

Hamilton, Victor P. *Handbook on the Historical Books: Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra-Nehemiah, Esther.* Baker Academic, 2001.

ISBN: 9780801036149

COURSE RESOURCES:

- **BIBLECENTRE:**
Biblecentre.org provides several valuable resources for Bible study. I especially want to draw your attention to the Commentaries section. There are a wide number of full commentaries that are available here. This is a good website for finding some commentaries that you might not otherwise have access to.
- **NET BIBLE:**
Netbible.org is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.

BIBLIOGRAPHY

Arnold, Bill T., and H. G. M. Williamson, eds. *Dictionary of the Old Testament Historical Books.* InterVarsity Press, 2005.

Branick, Vincent P. *Understanding the Historical Books of the Old Testament.* Paulist Press, 2011.

Bright, John. *A History of Israel.* 4th ed., Westminster John Knox Press, 2000.

Hamilton, Victor P. *Handbook on the Historical Books.* Baker Academic, 2008.

Hayes, John H., and Paul K. Hooker. *A New Chronology of the Kings of Israel and Judah and Its Implications for Biblical History and Literature.* Wipf & Stock, 2007.

Howard, David M., Jr. *An Introduction to the Old Testament Historical Books.* Moody Publishers, 1993.

Kaiser, Walter C., Jr. *A History of Israel From the Bronze Age Through the Jewish Wars.* Broadman & Holman, 1998.

Miller, J. Maxwell, and John H. Hayes. *A History of Ancient Israel and Judah.* 2nd ed., Westminster John Knox Press, 2006.

Nelson, Richard D. *The Historical Books.* Abingdon Press, 1998. *Interpreting Biblical Texts.*

Satterthwaite, Philip E., and J. Gordon McConville. *A Guide to the Historical Books.* InterVarsity Press, 2007. *Exploring the Old Testament 2.*

Williams, Michael E., ed. *Judges-Kings.* 1992. *The Storyteller's Companion to the Bible*, vol. 3, Abingdon Press.

COURSE REQUIREMENTS:

The following is a summation and description of the various assignments which are required throughout this course.

Assignments:

1. Students are expected to complete the assigned readings in time that the readings may inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared for each session. Scan read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.

2. Certain sessions, comprehension questions will be assigned in order to check the student's understanding of the material being covered. Responses to the questions should, at the least, interact the assigned reading.
3. Certain sessions, an article critique will be due in order to enrich the student's understanding of the biblical books which are the focus of this course.
 - a. Find an article (on the internet or in a regular paper journal or magazine) which relates to any of the biblical books which are the focus of this course. Submit a critique of the article which includes the following two elements:
 - i. A summation of the main points of the article. In section one, be sure to explain the thesis presented in the article (purpose for writing the article) and the author's conclusion regarding the main issue(s) addressed in the article.
 - ii. Your thoughtful reaction/response to the article. In the second section of the critique (your response), critically evaluate the thesis and conclusion presented in the article. Discuss any strengths and weaknesses which you see in the author's argument and explain your view on the issue(s) presented in the article.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the *Student's Guide to Exegetical Work*. It is important that you begin working on the exegetical paper right away. The Bible courses are intentionally structured to allow the student some extra time regularly for working on the paper.
6. Students will be required to submit a summation of the most significant aspects of each session.

COURSE EVALUATION:

Grading Points

Assignments:	Pts/each	Pts.	Final Grade %
Comprehension	4 x 50 pts/each	200	20%
Article Critiques	4 x 50 pts/each	200	20%
Session Reflection	6 x 10 pts/each	60	6%
Preliminary Report		130	13%
Exegetical Paper		230	23%
Final Exam		180	18%
	Total	1000	100%

Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn all of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90-100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80-89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70-79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60-69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

I. Session 1 Introduction to the Historical Books of the Old Testament

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Preface + Begin reading ahead
 - *Bible Focus*: begin reading ahead
- Comprehension questions
 - Identify the theory of the "emergence of Israel" which you consider to be most accurate, and defend (give reasons) why you think that view is most accurate.
 - Explain the significance of the phrase "Deuteronomic History," and how it relates to the "Historical Books" of the Old Testament.
 - Describe the unique message reflected in the "Chronicler's History," and briefly explain the need for this message (in relation to its original setting).
- Article critique
- Preliminary Report on Exegetical Paper
 - Compose a preliminary report concerning your exegetical paper by submitting the passage which you have selected for the project, (for example: 2 Samuel 11:1-21), along with your initial investigation of the passage. This report is NOT part of the exegetical paper itself; rather it is a report about the passage you will use for your exegetical paper. You must choose a passage from the Old Testament Historical Books. Select carefully a passage for which you have the resources to do an in-depth investigation. Choose a passage which is an appropriate length for this project. The Student's Guide suggests approximately 8-15 verses long. However, some texts may require a slightly longer passage

due to the length of some stories, poems, or dialogues (for example, 12-25 verses). Follow directions from your instructor regarding the length of your passage. Make sure that your passage is a complete unit or subunit within its context (i.e., don't pull verses out of the middle of a story or argument or oracle, unless they form an identifiable subunit of the material).

- Conduct an initial investigation of your selected passage. You should begin the investigation of your passage by carefully reading the passage a number of times. Pray about your passage, and think about its meaning and impact. Read the biblical material leading up to your passage and the material following it. Write down your impressions, thoughts, inspirations, and insights from this initial investigation of your passage. Construct an outline of the passage. This report should not consist of merely your feelings regarding why you like the passage or how it has impacted you in the past. Rather, this report needs to provide an explanation of your insights and impressions regarding the meaning and interpretation of the passage based on your initial investigation (before consulting outside sources). As you consider what questions the passage raises, explain how you would initially answer them. Explain what you think the passage meant to its original audience in its original setting. In sum, here is a checklist of elements which you should address in this report:
 - Your passage selection
 - A formal outline of the passage
 - Discussion of how you think the passage is structured (explanation of your outline)
 - Discussion of the type of literature you recognize in the passage (historical narrative, law, parable, oracle, type of poetry, etc.)
 - The main themes of the passage based on your initial investigation
 - Identify questions that come to mind when reading the passage, and provide your initial answers to those questions.
 - Your initial understanding of the main message/purpose of the passage for its original audience
- How to Create a Good Passage Outline
 - Here are some important reminders for creating good Passage Outlines. This is important, not only for the preliminary reports but also for improving the passage outlines which will appear at the end of the "Introduction" section of the exegetical papers.
 - Be sure to look at the sample passage outlines which are in the Student's Guide to Exegetical Work. Sample passage outlines can be found in the "Samples and Illustrations" section of the instructions, and in the model paper.
 - Given the suggested size of the passages for our papers, the passage outline should not have more than 4 major headings. Thus, it should have 2, or 3, or 4 "major" headings, depending on the particular content of the passage.
 - Every "major" heading should be developed with appropriate subheadings. Thus, there should not be any "major" heading by itself. Each major heading should have some appropriate subheadings underneath it.
 - "Major" headings should summarize all the information within that section of the passage. A major heading should not simply reflect what occurs just

before the subheading which follows underneath the major heading. Instead, the major heading should summarize all the information in the subheadings within that section of the outline. That is why outlines are structured with indentation (subheadings are indented below the major headings which they develop). An outline reflects a hierarchy which demonstrates the structure and organization of a passage.

- Avoid interpreting or preaching in the outline (this should not be a "sermon" outline). Instead, simply use the outline to reflect the direct content of the passage.
- Be sure to indicate which verses of your passage are linked to the sections of your outline. Do this by placing the appropriate verses in parenthesis at the end of each "major" heading (see the following illustration):

- a. Arrival at New Location (vv 6-8)
 - i. Jacob and company arrive at Luz
 - ii. Jacob builds altar
 - iii. Notice of death of Rebekah's nurse
- b. Encounter with God (vv 9-13)
 - i. God appears
 1. Jacob's name is changed
 2. God repeats covenant promises
 - ii. God disappears
- c. Jacob's Response (vv 14-15)
 1. Jacob sets up pillar and pours out libation
 2. Jacob names the place Bethel

- Session Reflection

II. Session 2 Joshua, and Judges

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on Joshua, Judges (pp. 15-185).
 - *Bible Focus*: Joshua, Judges
- Comprehension questions
 - Summarize the main content and arrangement of the book of Joshua.
 - How is the description of the conquest of the promised land in the book of Joshua different from the description of the conquest described in the book of Judges?
 - Describe the "open-ended" character of the book of Judges in comparison to that of Deuteronomy.
- Article critique
- Work on exegetical paper
 - *A Student's Guide to Exegetical Work* – https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf
- Session Reflection

III. Session 3 I-II Samuel

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Samuel (pp. 211-378).

- *Bible Focus*: I-II Samuel
- Comprehension questions
 - Identify the lessons which Israel and the Philistines should have learned from the events depicted in the two "Ebenezer" stories.
 - Compare and contrast the people's desire for a king, and God's idea of a king for Israel.
 - Identify and describe the significance of the Davidic covenant.
- Article critique
- Continue work on exegetical paper
- Session Reflection

IV. **Session 4 I-II Kings**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Kings (pp. 379-475).
 - *Bible Focus*: I-II Kings
- Article critique
- Continue work on exegetical paper
- Session Reflection

V. **Session 5 I-II Chronicles, Ezra, and Nehemiah**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Chronicles, Ezra-Nehemiah (pp. 477-528).
 - *Bible Focus*: I-II Chronicles, Ezra, and Nehemiah
- Comprehension questions
 - Describe the fall of the Southern Kingdom (Judah) by addressing the following: what nation brought the destruction, and what happened to the various groups of citizens of Judah?
 - Describe the political and religious circumstances of the post-exilic period which prompted the need for the message reflected in the "Chronicler's History."
 - Describe the distinct roles and missions of both Ezra and Nehemiah.
- No Article critique
- Exegetical Paper
- Session Reflection

VI. **Session 6 Ruth, and Esther**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on Ruth, Esther (pp. 187-209, 529-549).
 - *Bible Focus*: Ruth, and Esther
- Session Reflection
- Final Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.