

Syllabus for
BIB 332-97—Old Testament Historical Books
3.0 Credit Hours
Summer 2012—Directed Study

I. COURSE DESCRIPTION

A study of the two major histories in the Old Testament and of ancient Israel in its historical and cultural milieu. Concentrates on the period from the monarchy to the conquest of Palestine by the Romans. Gives attention to the religious institutions, worship, and formative theological ideas of Ancient Israel

Prerequisites: BIB 222, BIB 306, and THE 217

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain an integrated overview of Israelite history from its pre-history to the close of the Old Testament period. The major divisions of this history are outlined in the lecture schedule in this syllabus.
- B. Explore the two great historical works of the Old Testament--the prophetic history of Joshua through Second Kings, and the priestly history of First Chronicles through Nehemiah--as well as the books of Ruth and Esther. The content of these works will be integrated with the outline of history from goal A, and the theological focus of each will be highlighted and compared.
- C. Examine the salvation history of Israel so as to discover therein the picture of God that arises from the records of His mighty acts and to learn what it means to be His people from the accounts of the Israelites' interactions with their God.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

To demonstrate successful completion of this course, the student will be able to do the following:

- A. Relate the history of Israel to the larger ancient Near Eastern context.
- B. Synthesize the particular facts in an overall perspective of "Holy History."
- C. Relate, in reasonable detail, the contents of the historical writings of the Old Testament.
- D. Outline the similarities and differences in perspectives, historically, literarily, and theologically, of these historical writings.
- E. Interpret the formative role of political, economic, cultural, and theological factors in Israel's development.
- F. Relate these historical insights to a contemporary understanding of God and man in redemptive history.

The student's achievement of these objectives will be measured and evaluated by examinations, class assignments and participation, and a term paper.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required

Borowski, Oded. *Daily Life in Biblical Times*. Society of Biblical Literature Archaeology and Biblical Studies 5. Atlanta, GA: Society of Biblical Literature, 2003. ISBN: 1-58983-042-3.

D&L=Dillard, Raymond B., and Tremper Longman III. *An Introduction to the Old Testament*. Grand Rapids, Michigan: Zondervan Publishing House, 1994. ISBN: 0-310-43250-2.

EBC 4=Gaebelein, Frank E., ed. *1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther, Job*. Expositor's Bible Commentary, vol. 4. Grand Rapids: Zondervan, 1988. ISBN: 0-310-36460-4.

EBC 3=Gaebelein, Frank E., ed. *Deuteronomy, Joshua, Judges, Ruth, 1 & 2 Samuel*. Expositor's Bible Commentary, vol. 3. Grand Rapids: Zondervan, 1992. ISBN: 0-310-36450-7.

Walton, John H. *Chronological and Background Charts of the Old Testament*. Revised and Expanded ed. Grand Rapids: Zondervan Publishing House, 1994. ISBN: 0-310-48161-9.

B. Recommended

Kaiser, Walter C., Jr. *The Messiah in the Old Testament*. Studies in Old Testament Biblical Theology, ed. Willem VanGemeren and Tremper Longman III. Grand Rapids, Michigan: Zondervan Publishing House, 1995. ISBN: 0-310-20030-X.

ANE I=Pritchard, James B. *The Ancient Near East, Volume I: An Anthology of Texts and Pictures*. Princeton: Princeton University Press, 1958. ISBN: 0-691-00200-2.

Pritchard, James B. *The Ancient Near East, Volume II: A New Anthology of Texts and Pictures*. Princeton: Princeton University Press, 1975. ISBN: 0-691-00209-6.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure

and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Note: Attendance policy is enforced. Excessive absences will affect your grade. See syllabus attendance policy.

1. Completion of a Course
 - a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.**
 - b. **No work** is accepted after the final date of regular classes.
2. Incompletes
 - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must

be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the Undergraduate Theology Department.

3. Examinations and Other Assignments

- a. Early examinations **are not** allowed.
- b. Late examinations are administered only when extenuating circumstances are present (such as a death in the family the week before exams, sudden and major illness the week of exams that is documented by a physician). In fairness to all students, some persons should not have more time to prepare for an examination than others. **The granting of a late examination request is rare.**
- c. A Petition for Late Examination without penalty must be signed by the professor and the chair. Proper documentation must accompany the petition and must be submitted to the Undergraduate Theology Department. The student must schedule the makeup exam with the professor of the course. The exam must be taken no later than five (5) calendar days after the approval of the petition. **Grade penalties may be applied as indicated by the Academic Affairs Committee.**
- d. **All** exams will be given as scheduled. It is the student's responsibility when purchasing airline tickets, for example, to take this schedule into consideration. **Not being present for the final examination automatically results in failure of the course.**
- e. These requirements apply to all quizzes, tests, and examinations administered by the Undergraduate Theology Department.

4. Attendance

- a. The Official Attendance Policy for the Undergraduate Theology Department is as follows for a three-semester hour class:
 - (1) If the class meets three times a week, the missing of 6 class sessions will result in a grade reduction of one letter grade. Missing 12 class sessions will automatically result in a grade of "F."
 - (2) If a class meets twice a week, the missing of 4 class sessions will result in a grade reduction of one letter grade. Missing 8 sessions will automatically result in a grade of "F."
 - (3) If the class meets once a week, then missing 2 class sessions will result in a grade reduction of one letter grade. Missing 4 class sessions will automatically result in a grade of "F."
- b. **The absences allowed prior to grade reduction are designed to allow for emergencies and illnesses, and are not designed for indiscriminate use.** Many students incorrectly assume that they may use these allowable absences as unexcused "cuts" from class. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- c. Students are expected to be prompt for classes. **Two tardies will equal one absence.**

C. Course Policies and Procedures

1. Evaluations

a.	Essay: Dating the Exodus	20%
b.	Essay: David as Type of the Messiah	20%
c.	Essay: Compare and Contrast the Prophetic and Priestly Histories	40%
d.	Book Review: Daily Life in Biblical Times	10%
e.	Reading Affidavit	<u>10%</u>
Total:		100%

2. ePortfolio Requirements None

3. Grading Scale: A= 100-90; B = 89-80; C = 79-70; D = 69-60; F = below 60

VI. COURSE CALENDAR

In the *Expositor's Bible Commentary*, the student will find the complete text of each book of the Bible in the New International Version. For each of the Biblical books in the Prophetic History (Joshua, Judges, 1–2 Samuel, and 1–2 Kings) and in the Priestly History (1–2 Chronicles, Ezra, and Nehemiah) the student is to read in the *Expositor's Bible Commentary* the introduction to the Biblical book in question, the Biblical text **and the commentary on it** (the Biblical text and the associated commentary is presented passage by passage); however, the sections of the commentaries labeled “Notes” do not have to be read. The student is also to read the introductions to each of these Biblical books in the Dillard & Longman text. The material of the Prophetic History found in Samuel, Kings is paralleled in the Priestly History in the book of Chronicles. To see how the two histories treat this material differently, the student is to read the passages according to the chart “Correlations of Samuel/Kings and Chronicles,” which gives the parallel passages in the two histories, on page 27 in *Chronological and Background Charts of the Old Testament*.

The student is to read the book *Daily Life in Biblical Times*.

Reading Assignments

Prophetic History			Priestly History		
	<i>EBC</i>	<i>D&L</i>		<i>EBC</i>	<i>D&L</i>
Week 1					
(Extra Credit: ANE I : 173–186; 262–277)					
			1 Chr 1–9	4: 325–367	
Joshua	3: 239–371	107–117			
Judges	3: 375–506	119–127			
1 Samuel	3: 553–801	135–147	1 Chr 10	4: 368–370	
Week 2					
(Extra Credit: ANE I : 187)					
			1 Chr Intro	4: 303–324	169–177
2 Samuel	3: 802–1104		1 Chr	4: 368–439	
1 Kgs 1–2 Kgs 1	4: 3–171	149–167			

Week 3

ANE I: 188–208

2 Kgs 2–2 Kgs 25 4: 173–300

2 Chr 4: 439–562

Ezra 4: 565–677 179–187

Nehemiah 4: 678–771

Written Assignments (All of which are to be Submitted via Desire2Learn)

Assignment #1: On Line Component/Assignment: Write an essay of sufficient length discussing the date of the Exodus and Conquest event. The charts on pages 102–103 in *Chronological and Background Charts of the Old Testament* provide a good summary of the arguments for and against the two dates most often put forward for the event. In the essay, be sure to discuss every element of these two charts. Demonstrate in your essay that you understand each of these elements.

Assignment #2: On Line Component/Assignment: Write an essay of sufficient length discussing David as a type of the Messiah. Discuss the events in David's life as portrayed in the two histories that contribute to this idea. Discuss how the differences in the portrayals of David in the two histories underscore their conception that David is special. You will find chapters I, III, and X in Walter C. Kaiser, Jr., *The Messiah in the Old Testament*, very helpful.

Assignment #3: On Line Component/Assignment: Write a substantial essay discussing the literary and theological similarities and differences between the Prophetic and Priestly Histories. This will include but will not be limited to the differences in authorship (what can be deduced about the respective authors) and dating of the two histories. Be sure to identify and discuss all the passages where significant differences in the portrayal of events in the two histories is evident (for example, the purchase of the temple mount, David's census, and the life of Manasseh, etc.).

Assignment #4: On Line Component/Assignment: Write a five page synthesis and reflection on *Daily Life in Biblical Times*. In this essay demonstrate that you have read the book and have understood it. Discuss how this book has added to your understanding of the Bible and how it has not.

Assignment #5: On Line Component/Assignment: On a separate sheet of paper, write a statement indicating what percentage of the assigned readings you have read and sign the statement. This is an all or nothing assignment. Anything less than all (100%) of the readings will result in no points being earned for this assignment.

Week #	Assignment Due on Friday of each week
1	Assignment one due
2	Assignment two due
3	Assignments three, four, and five due

Submit via D2L each finished assignment by Friday at Midnight of the week due. My email address, if needed, is dvance@oru.edu.

Course Inventory for ORU's Student Learning Outcomes
BIB 332-97—Old Testament Historical Books
Summer 2012

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability	X			
1D	Ethical behavior			X	

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Informational literacy				X
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	