

Course Syllabus

LBIB 332—Old Testament Historical Books

3 Credit Hours

Online Learning

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

(Books are listed in both hard copy [ISBN] and digital [ASIN] formats when available.)

A. Required

Dutcher-Walls, Patricia. *Reading the Historical Books: A Student's Guide to Engaging the Biblical Text*. Grand Rapids: Baker Academic, 2014.

ISBN: 9780801048654; ASIN: B00IIQZGNY.

Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker Academic, 2008. ISBN: 9780801036149; ASIN: B00CFKX6I6.

B. Recommended (*Not required*)

Arnold, Bill T., and Richard Hess, eds. *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker Academic, 2014.

ISBN: 9780801039300; ASIN: B00MMETTJA.

Lamp, Jeffrey S. *Writing Style Manual for the Theology Department*. ORU Bookstore, 2011. (Hard copy only)

Satterthwaite, Philip E, and J Gordon McConville. *Exploring the Old Testament: A Guide to the Historical Books*. Downers Grove: InterVarsity Press, 2012. ISBN: 978-0830825424; ASIN [2011]: B00HUCN13E.

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

ISBN: 9780310481614. (Hard copy only)

_____. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker Academic, 2006. ISBN: 9780801027505; ASIN: B00B856DCK.

V. POLICES AND PROCEDURES

A. University Policies and Procedures

1. 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.

2. 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.

3. Final exams cannot be given before their scheduled times.

B. Online Programs Policies and Procedures

1. Learning Community: Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.

2. Netiquette and Online Discussions: Online etiquette (netiquette) expectations include the following: (1) Be polite in your answers. Always address each other by name and sign your own name. Always be kind, even when you disagree. Do NOT type in all caps or use exclamation points!!!! (2) Do not use one-word answers or say "I agree" when responding. Always give meaningful responses. (3) Be professional. Proofread for correct spelling and grammar when posting answers. Write in full sentences. (4) Answer questions and complete assignments on-time. Remember that your classmates are dependent on your timely response(s).

3. ADA and Students with Disabilities:

Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."

Students requiring Disability Services from ORU, please click here

(http://www.oru.edu/current_students/my_services/student_resources/disability-services/)

4. Useful Links for Online Students:

[Student Learning Glossary](#)

Library: <http://library.oru.edu>.

D2L Helpdesk: d2lhelp@oru.edu

I.T. Student Helpdesk: studenthelpdesk@oru.edu

Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

C. School and/or Department Policies and Procedures

1. Class Assignments

- a) Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.

- b) Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
- 2. Late Work
 - a) The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. Late work may not be accepted by the professor, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b) Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.
- 3. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a) Students must document all sources and ideas that are not their own original information by following correct Turabian documentation style. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b) Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
- 4. 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.
- 5. 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.

D. Course Policies and Procedures

1. Evaluation Procedures: Final grade will be calculated as follows:
 - a) Weekly Discussion Posts (20%)
 - b) Book Review (25%)
 - c) Timeline (25%)
 - d) Final Examination (30%)

Total: 100 percent

Weekly Discussion Posts (25% of the final grade)

Opportunities for small group discussion via the Weekly Discussion Posts in this course form a vital component of the class. Grading for the dialogues will be based on the following criteria:

1. Word count for each post
 - Original Post: 400 words
 - Response Posts (2 per week): 100 words
2. Timeliness (Original Posts due Thursday by midnight; Response Posts due Saturday by midnight)
3. Integration of assigned biblical and textbook readings. Three in-texts citations taken from the assigned readings *must* be included each week in your Original Posts. Please cite the readings like this: (Hamilton 129).
4. Level of independent/critical thinking. This is a junior/senior level course and should move beyond introductory-level posts. Original *and* Response Posts should be substantive. Thus Response Posts like, "This is a great post; I really enjoyed it. Keep up the good work," will not earn high grades.

Book Review/Critique (25% of the final grade)

Prepare a critical book review of Patricia Dutcher-Wells, *Reading the Historical Books*. The review should be 4–5 pages long, double-spaced, in Arial 12 pt. font, 1" margins all around, include a title page and page numbers. Do not include references; this is not a research project. Be sure to include:

1. An introduction to the review
2. A brief content summary of the book
3. Your interactive/critical review (good or bad remarks)—2 pages
4. A conclusion

See the D2L site for additional information on preparing the Book Review.

Final Project—Historical Books Timeline (25% of the final grade)

Prepare a detailed outline of the Historical Books, including the prophetic and priestly histories, and Ruth and Esther. The timeline should include significant people and events both within and beyond the borders of Canaan/Israel and should be presented as a PowerPoint or Prezi. *It is best to begin taking notes and making a rough outline of your project early in the course as you read through assigned material. This may then be used later in preparation of the final outline.*

See the D2L site for additional information on preparing the Final Project.

Final Examination (25% of the final grade)

An essay examination based on questions distributed to students during at the beginning of week 6. It will be a two-hour examination on a limited number of questions selected directly from the list previously distributed. For example, from the initial list of possible questions, students will be given 10 questions and will then write essays on 4 or 5 of the 10. Possible Examination questions will be distributed at the beginning of week 6 for students review and preparation.

VI. Course Calendar

Week One: Introduction to the academic study of the Historical Books
Dutcher-Walls xiii–172

Week Two: Joshua
Joshua (read the *entire* Book of Joshua)
Walton Joshua

Week Three: Judges
Judges (read the *entire* Book of Judges)
Walton Judges
Book Review/Critique due

Week Four: Samuel
1 & 2 Samuel (*skim* the *entire* Books of 1 & 2 Samuel)
Walton 1 *and* 2 Samuel

Week Five: Kings
1 & 2 Kings (*skim* the *entire* Books of 1 & 2 Kings)
Walton 1 *and* 2 Kings

Week Six: Chronicles, Ezra, and Nehemiah
1 & 2 Chronicles (*skim* the *entire* Books of 1 & 2 Chronicles, but *read* Ezra, and Nehemiah)
Walton 1–2 Chronicles, Ezra–Nehemiah
Timeline due

Week Seven: Ruth & Esther
Ruth and Esther (read the *entire* books of Ruth and Esther)
Walton Ruth and Esther
Final Exam

Course Inventory for ORU's Student Learning Outcomes
LBIB 332—Old Testament Historical Books

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	