



Advancing God's Kingdom by Preparing Competent Christian Leaders for
Spirit-Empowered Life and Ministry

B212 DE Old Testament History

3 credits. Prerequisites: B110 – Introduction to the Old Testament

September 16–December 20, 2019

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Course Content and Goals

Course Description

This course explores Israel's life in the land through characters and events from covenant gift to covenant failure and restoration. This course focuses on either the pre-exilic corpus (Joshua-Kings) or the post-exilic corpus (Chronicles, Ezra, and Nehemiah). Attention will be given to narrative art and theological themes, as well as critical questions of composition, history, and archaeology. Consideration will be given to the text's anticipatory role in Christian scripture.

This course will focus on the post-exilic corpus (Chronicles, Ezra, and Nehemiah).

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to better understand and apply biblical truth. By encountering the narratives of the ministries of Ezra and Nehemiah, as well as the story of the monarchy told "after the exile," students will gain an appreciation for examples of doing ministry in a challenging context. They will also gain models for both personal and corporate restoration with God.

Core Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theological Literacy**, students will:

1. Demonstrate awareness of the literary structure, features, and flow of a passage in Chronicles, Ezra, and Nehemiah.
 - *Assessment:* Exegesis Paper
2. Interpret a primary source biblical passage, showing awareness of pertinent exegetical issues and the occasion and background of Chronicles, Ezra, and Nehemiah.
 - *Assessment:* Exegesis Paper
3. Identify, select, and comprehend relevant secondary source material for exegetical research.
 - *Assessment:* Exegesis Paper
 - *Assessment:* Online Discussion

4. Articulate the importance of Chronicles, Ezra, and Nehemiah in the theology of the Old Testament.
 - *Assessment*: Exegesis Paper
 - *Assessment*: Final Exam
5. Apply the theological witness of Chronicles, Ezra, and Nehemiah to the New Testament and to contemporary issues.
 - *Assessment*: Exegesis Paper
 - *Assessment*: Online Discussion
 - *Assessment*: Final Exam

Course Work

Required Readings

Boda, Mark J. *1–2 Chronicles*. Cornerstone Biblical Commentary. Carol Stream, IL: Tyndale House, 2010.
ISBN: 978-0842334310

Smith, Gary V. *Ezra–Nehemiah and Esther*. Carol Stream, IL: Tyndale House, 2010.
ISBN: 978-1414322070

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy’s Parable to provide textbooks.

Supplementary Readings

Ben Zvi, Ehud. “Reading Chronicles and Reshaping the Memory of Manasseh” Pages 121-140 in *Chronicling the Chronicler*. Ed. Paul S. Evans and Tyler F. Williams. Winona Lake: Eisenbrauns, 2013.

Blenkinsopp, Joseph. *Ezra-Nehemiah*. OTL. London: SCM Press, 1988. Pp. 47-54.

R. Braun. “The Message of Chronicles: Rally 'Round the Temple,” *Concordia Theological Monthly* 42 (1971) 502-14.

Evans, Paul. “Divine Intermediaries in 1 Chronicles 21: An Overlooked Aspect of the Chronicler's Theology.” *Biblica* 85 (2004) 545-558

Freedman, David Noel. “The Chronicler's Purpose.” *CBQ* 23 (1961) 436-442.

Saebø, Magne. “Messianism in Chronicles: Some Remarks to the Old Testament Background of the New Testament Christology.” *Horizons in Biblical Theology* 2 (1980) 85-109.

Course Assignments and Activities

Portfolio Components. Exegesis Paper. This assignment must be edited and submitted for the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: “What Goes in My Portfolio” for further information.

1. Exegesis Paper

In consultation with the professor, students must select one passage from Chronicles, Ezra, and Nehemiah and work through that passage using various exegetical tools. **The passage must be chosen on or before September 30, 2019.** Guidelines will be provided in the Populi Lesson “Exegesis Paper Guidelines.” Populi (consult also Scott and Hays and Stuart).

After the completion of each section, the student must submit the work for evaluation and feedback. The final stage will be putting all the work into a final submission. The student should carefully refer to the professor’s feedback in Stages 1-3 (*Exegesis Paper Stages 1, 2, and 3 Rubrics*) when submitting the final paper in order to meet competency. Students will **not** be required to resubmit Stages 1-3, but are expected to incorporate the necessary revisions into their Final Submission. The final paper should be ten pages long and make use of at least ten secondary sources, including commentaries and academic journal articles.

Stage 1: Literary Study

This two to three page report should describe the overall structure and flow of the passage and comment on select significant literary features throughout, such as the use of repetition, irony, etc.

- Related learning outcome(s): #1 (*Exegesis Paper Stage 1 Rubric*)
- **Assignment Length:** 2-3 pages. **Due date:** October 11, 2019.

Stage 2: Historical Context and Background

This two to three page report should describe the approximate date that the passage was written and provide any important background information that would be crucial for the interpretation of the passage (such as cultural customs, geography, etc.)

- Related learning outcome(s): #2 (*Exegesis Paper Stage 2 Rubric*)
- **Assignment Length:** 2-3 pages. **Due date:** November 8, 2019.

Stage 3: Secondary Sources

Please read Smith, pages 3-23, and Boda, pages 3-23, as well as an additional 196 pages, including the pages that address the text your Exegesis Paper studies. To affirm that you have read these pages, please submit the reading chart available on Populi with this assignment.

This project will provide a working list of 10 secondary sources being used in the exegetical paper and a short description of what kind of information each one contributes to the project as a whole. This stage will ultimately lead toward the bibliography and provide the groundwork for core parts of the argument.

- Related learning outcome(s): #3 (*Exegesis Paper Stage 3 Rubric*)

- **Assignment Length:** 50-100 words/source (approx. 2-3 pages). **Due date:** November 22, 2019.

Stage 4: Theology and Application in a Final Submission

The final version of the paper will contain all of the above elements shaped into a paper with a thesis statement, argument, and supporting points. In addition, the student will include relevant reflections on the theological implications of the passage (such as its function in the process of the plan of redemption as revealed in the rest of the Old Testament and the biblical narrative at large, theological lessons it teaches, and relevant NT connections), which will serve to support their main argument.

- Related learning outcome(s): #1, #2, #3, #4, and #5 (*Exegesis Paper Final Rubric*)
- **Assignment Length:** 10 pages. **Due date:** December 6, 2019.

2. Online Discussion of Chronicles

The students will individually read the articles and essays listed in the “Supplementary Readings” section above and prepare notes that (a) demonstrate understanding of the contents and (b) raise further questions and articulate devotional/ministry application. An online one-hour skype session will be held for the group and professor to discuss these issues. Students will be assessed on both the annotated-bibliography-style notes they took (to be submitted at noon on the day of the online discussion) and their participation in the discussion itself.

- Related learning outcome(s): #3 and #5.
- **Assignment Length:** 1 hour. **Skype session date:** TBD @ 2:00pm
- **Assignment Length (written):** 2 pages. **Due date:** Day of discussion 12:00pm

3. Final Exam.

A final **take-home exam** based upon course reading material and class discussion. The focus of the exam will be the theology of Chronicles, Ezra and Nehemiah as a whole and its value for today. The final exam will be made available on Populi Friday, December 6 at 12:00pm.

- Related learning outcome(s): #4 and #5.
- **Assignment Length:** N/A. **Due date:** December 13, 2019.

Time Investment

Supplementary Readings and Discussion on Skype	25.5 hrs	TBD @ 2:00pm
1. Exegesis Paper		(Topic) Sep 30, 2019
<i>Stage 1</i>	10.5 hrs	Oct 11, 2019
<i>Stage 2</i>	10.5 hrs	Nov 8, 2019
<i>Stage 3 Written</i>	10.5 hrs	Nov 22, 2019
<i>Stage 3 Reading</i>	20 hrs	Nov 22, 2019
<i>Stage 4 and Final Submission</i>	13.5 hrs	Dec 6, 2019
2. Final Exam	3 hrs	Dec. 13, 2019
Total =	93.5 hrs	

Assessment Rubrics

Assignment rubrics will be available on Populi by the beginning of the course in the Lesson “B212 DE Assignment Rubrics.”

Course Outline / Class Schedule

- Any required revisions will take place throughout the course since there is no “revision week” for DE courses. The professor will provide you with revision due dates (if necessary) throughout the course.
- First submissions of assignments will not be accepted after December 13, 2019.
- No resubmission of assignments will be accepted after December 20, 2019.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the Friday of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency

designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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- Japhet, Sara. *I and II Chronicles: A Commentary*. Old Testament Library. Louisville: Westminster John Knox, 1993.
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Tiemeyer, Lena-Sofia. *Ezra-Nehemiah: An Introduction and Study Guide*. T&T Clark Study Guides to the Old Testament. London: Bloomsbury, 2017.

Van Wijk-Bos, Johanna W. H. *Ezra, Nehemiah, and Esther*. Westminster Bible Companion. Louisville: Westminster John Knox, 1998.

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