

Saint Louis Christian College  
BOT201 — History of Israel II  
Allen Hickerson - Instructor  
Three Semester Hours Credit

Fall 2014

Tuesday/Thursday  
3:00-4:15 p.m.

## Mission Statement

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

## College Core Values

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

**Bible Knowledge**— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry.

**Christian Character**— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

**Ministry Skills**— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully.

**Christian Worldview**— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing.

**Christian Community**— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

## Course Description

- A study of the history of Israel from the entrance into Canaan to the restoration from Babylonian captivity. *3 Credits*

## Course Rationale

This course contributes in part to student achievement of the following Biblical Education Division objectives:

1. Given instruction in the Bible and in biblical theology, the student will exhibit knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole.
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply and communicate Scripture.

## Course Objectives

As a result of this study, the student will:

1. Trace the history of God's activity with His people from the entrance into Canaan to the return from Babylonian captivity.
2. Place the events of Old Testament history into the larger context of events in the ancient near east.
3. Gain greater insight into the faithfulness of God to fulfill the promise He made to the Patriarchs to develop a nation through whom the one would come who would redeem all mankind.
4. Teach others with a sense of excitement about the lives and times of those who were faithful to God as well as those who opposed Him.

## Course Requirements

**Attendance and Participation** - Attendance in class is required. Attendance will be graded according to the following formula.

### Absences

0-2

3

4

5

6

7

8

### Grade

No points added or deducted

One point deducted from final average

Two points deducted from final average

Three points deducted from final average

Four points deducted from final average

Five points deducted from final average

Six points deducted from final average

Students with absences over 8 will be in violation of the College's "25% rule" and accordingly will be given a grade of "F" for the course.

Tardies will be noted. Three tardies will be equivalent to an absence.

**Reading** - The textbooks for this course are:

*Bible*: New International Version.

Smith, James E. *The Books of History*. Joplin: College Press, 2005.

Rose Book of Bible Charts, Maps & Timelines. Torrence, CA: Rose Publishing

The student will be required to read the texts as set forth in the attached course schedule. The student will be required to read the texts as assigned by the instructor. To give evidence that this has been completed the student will be required to complete worksheets appropriate to the assigned reading throughout the semester, due on the assigned date.

**Maps** – The student will be required to submit (as assigned) completed maps reflecting the geographic conditions for various periods using blank templates provided. Maps will include land distributed among the twelve tribes, Saul's kingdom, David's kingdom, Solomon's kingdom, the divided kingdom and the changing boundaries of Assyria, Babylon and Persian kingdoms.

**Examinations and quizzes** - Major examinations will be given according to the following schedule: Sep. 19, Oct. 24, Dec. 11-13 (Comprehensive Final). Quizzes may be given at any time during the course.

**Term Papers** - The student will be required to submit two 3-4 page papers in which he/she reflects theologically upon a significant issue relating to the study of the history of Israel. One paper must be an analytical review of one of the Judges: Othniel, Ehud, Deborah, Gideon, Jephthah or Samson. The second paper, the student will choose a specific topic (below) for this project in consultation with the instructor. Appropriate topics include the following:

- The Culture of the Philistines and the Development of Iron Technology
- The Culture of the Phoenicians and Baal Worship
- The Culture of the Assyrians and the Deportation of the Northern Kingdom
- The Culture of the Chaldeans and the Deportation of the Southern Kingdom
- The Culture of the Persians and the Return from Captivity
- Understanding the Dates of the Kings of Israel and Judah in II Kings

Papers must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. They must also demonstrate that research has been done in at least four sources. Internet sources may comprise only half of the student's references. Papers will be graded in light of the following factors: [1] adequacy and accuracy of research (30%) [2] depth of historical reflection (30%) [3] breadth of research (10%) [4] structure 15%) [5] style (5%) [6] grammar and spelling (5%) [7] format (5%). Due: September 19 and November 14.

## Course Assessment

The student's final grade will be determined according to the following formula.

Worksheets: Biblical Text	25%
Maps	20%
Examinations and quizzes	30%
Term Papers	25%

## Course Schedule

	Aug. 21 Course Introduction Studying Old Testament History Smith pp. 13-50
Aug. 26 Joshua 1-9 Smith pp. 51-82	Aug. 28 Joshua 10-24 Smith pp. 83-118
Sept. 2 Judges 1-5 Smith pp. 119-148	Sept. 4 Judges 6-16 Smith pp. 149-195
Sept. 9 Judges 17-21 – Ruth Smith pp. 197-226	Sept. 11 No Class Infinite Influence/Faith Promise Rally
Sept. 16 The History of the Monarchy I Samuel 1-7 Smith pp. 227-262	Sept. 18 Exam One Paper #1 – Judge Biography
Sept. 23 I Samuel 8-27 Smith pp. 263-318-	Sept. 25 I Samuel 28-II Samuel 4 Smith pp. 319-335
Sept. 30 II Samuel 5-20 Smith pp. 337-380	Oct. 2 Fall Break
Oct. 7 II Samuel 21- 1 Kings 1 Smith pp. 381-414	Oct. 9 I Kings 2 - 11 Smith pp. 415-466
Oct. 14 I Kings 12-19 Smith pp. 467-518	Oct. 16 I Kings 20-II Kings 3 Smith pp. 519-555
Oct. 21 Review	Oct. 23 Exam Two
Oct. 28 II Kings 4-13:9 Smith pp. 557-590	Oct. 30 II Kings 13:10-17 Smith pp. 591-615
Nov. 4 II Chronicles 13-28	Nov. 6 II Kings 18-25 Smith pp 617-654
Nov. 11 The Babylonian Captivity Daniel 1-6	Nov. 13 Ezra 1-6 Smith pp. 656-687 Paper # 2 (International Conference on Missions)
Nov. 18 Esther 1-10 Smith pp. 689-706	Nov. 20 Ezra 7-10 Smith pp. 707-721
Nov. 25 Thanksgiving Break No Class	Nov. 27 Thanksgiving Day No Class
Dec. 2 Nehemiah 1-6 Smith pp. 723-737	Dec. 4 Nehemiah 7-13 Smith pp. 738-756 Course Conclusion
Dec. 9 Final Class - Review	Dec. 10-12 TBD Final Examination

## Course Assignments due in Class Schedule

Week	Date	Topic	Due in Class
2	Aug 26 Aug 28	Joshua 1-9 Joshua 10-24	Worksheet 1 Worksheet 2
3	Sept 4	Judges and Ruth	Worksheet 3 Map of Tribal Lands
4	Sept 11	Infinite Influence/Faith Promise	No Class
5	Sept 18	Biography of a Judge	Paper # 1
6	Sept 23	1 Samuel 1-31	Worksheet 4 Map of Kingdom of Saul
7	Oct 2	Fall Break	No Class
8	Oct 7	2 Samuel 1-24	Worksheet 5 Map of Empire of David and Solomon
9	Oct 14 Oct 16	1 Kings 1:1-14:18 1 Kings 15 – 2 Kings 2:25	Worksheet 6 Worksheet 7 Map of the Divided Kingdom
11	Oct 30	2 Kings 3:1-17:18	Worksheet 8 Map of Assyrian Empire
12	Nov 6	2 Chronicles 10-36; 2 Kings 18-25:30	Worksheet 9 Map of Babylonian Empire
13	Nov 13	International Conf on Missions	Paper # 2
14	Nov 20	Ezra and Esther	Worksheet 10 Map of Persian Empire
15		Thanksgiving Break	No Classes
16	Dec 4	Nehemiah	Worksheet 11
	Dec 10-12	Finals Week	

## Course Student Learning Resources (Select Bibliography)

- Anderson, Arnold. *2 Samuel*. Waco: Word Books, 1989.
- Armerding, Carl. *Esther*. Chicago: Moody Press, 1955.
- Atkinson, David. *The Wings of Refuge: The Message of Ruth*. Downers Grove: InterVarsity Press, 1983.
- Baldwin, Joyce G. *Esther*. Downers Grove: InterVarsity Press, 1984.
- \_\_\_\_\_. *1 & 2 Samuel: An Introduction & Commentary*. Downers Grove: InterVarsity Press, 1988.
- Black, Robert E. *1 & 2 Chronicles*. Joplin: College Press, 1973.
- Braun, Roddy. *1 Chronicles*. Waco: Word Books, Publisher, 1986.
- Bright, John. *History of Israel*. Philadelphia: Westminster Press, 1981.
- \_\_\_\_\_. *Israel and the Nations*. Grand Rapids: Baker Book House, 1963.
- Bruce, F. F. *Judges*. Grand Rapids: Zondervan Publishing House, 1970.
- Cundall, Arthur E. and Morris, Leon. *Judges & Ruth: An Introduction & Commentary*. Downers Grove: InterVarsity Press, 1968.
- Davis, John J. *The Birth of a Kingdom: Studies in 1 and 2 Samuel and 1 Kings 1--11*. Winona Lake, Ind: BMH Books, n.d.
- \_\_\_\_\_. *Conquest and Crisis: Studies in Joshua, Judges, and Ruth*. Winona Lake, Indiana: BMH Books, 1969.
- Dillard, Raymond B. *2 Chronicles*. Waco: Word Books, Publisher, 1987.
- Fields, Wilbur. *Old Testament History: An Overview of Sacred History and Truth*. Joplin: College Press, 1996.
- Getz, Gene A. *Nehemiah*. Wheaton: Victor Books, 1985.
- Heinisch, Paul. *History of the Old Testament*. Translated by William G. Heidt. St. Paul: The North Central Publishing Company, 1952.
- Hobbs, T. R. *Second Kings*. Waco: Word Books, 1985.
- Hubbard, Robert L. Jr. *The Book of Ruth*. Grand Rapids: William B. Eerdmans Publishing Company, 1988.
- Hunger, John E. *Judges and a Permissive Society*. Grand Rapids: Zondervan, 1975.
- Kidner, Derek. *Ezra and Nehemiah: An Introduction and Commentary*. Downers Grove: InterVarsity Press, 1979.
- Klein, Ralph W. *1 Samuel*. Waco: Word Books, Publisher, 1983.
- Laney, J. Carl. *First and Second Samuel*. Chicago: Moody Press, 1982.
- Long, Jesse C. *The College Press NIV Commentary: 1 & 2 Kings*. Joplin: College Press, 2002.
- Pfeiffer, Charles. *Old Testament History*. Grand Rapids: Baker Book House, 1973.
- Redpath, Alan. *Victorious Christian Service: Studies in the Book of Nehemiah*. Westwood: Fleming H. Revell, 1958.
- Sailhamer, John. *First and Second Chronicles*. Chicago: Moody Press, 1983.
- Schoville, Keith. *The College Press NIV Commentary: Ezra-Nehemiah*. Joplin: College Press, 2001.
- Smith, James E. *Divided We Fall*. Cincinnati: Standard Publishing, 1980.
- \_\_\_\_\_. *The Books of History*. Joplin: College Press, 1995.
- Whitcomb, John C. *Esther: The Triumph of God's Sovereignty*. Chicago: Moody Press, 1979.
- \_\_\_\_\_. *Solomon to the Exile*. Grand Rapids: Baker Book House, 1971.
- Wiseman, Donald J. *1 & 2 Kings: An Introduction & Commentary*. Downers Grove: InterVarsity Press, 1993.
- Wood, Leon J. *Israel's United Monarchy*. Grand Rapids: Baker Book House, 1979.
- \_\_\_\_\_. *The Prophets of Israel*. Grand Rapids: Baker Book House, 1979.
- \_\_\_\_\_. *A Survey of Israel's History*. Grand Rapids: Zondervan, 1970.
- Woudstra, Marten H. *The Book of Joshua*. Grand Rapids: William B. Eerdmans Publishing Company, 1981.
- Yamauchi, Edwin M. *Foes from the Northern Frontier*. Grand Rapids: Baker Book House, 1982.

## Internet Sites for Old Testament Research

[www.bible.org](http://www.bible.org)

[www.biblegateway.com](http://www.biblegateway.com)

[www.biblenotes.net](http://www.biblenotes.net)

[www.biblestudy.org](http://www.biblestudy.org)

[www.blueletterbible.org](http://www.blueletterbible.org)

[www.otgateway.com](http://www.otgateway.com)

[www.bible.ca/maps](http://www.bible.ca/maps)

## Course Information

**Late Policy** – Student papers are due during the class period on the day the assigned work is due.

**Missed Examinations** – Students may apply to the academic office to make up examinations for which they were absent from class. Upon approval and payment of the fee, make-up test will be administered in the Library during the hours that full-time Library staff is on duty. Make-up exams must be taken within one week of the test date. Final examination must be completed before the conclusion of the final exam week. Exams which are missed for reasons other than sickness or unavoidable circumstances may be assessed a ten-point penalty.

**Homework Assignments** - All homework assignments must be legible (typed, neatly written, or printed). Your grade will be dropped if your paper is sloppy and not readable. Daily assignments and examinations must be folded lengthwise with the student's name and mailbox number on the outside of the paper.

**Keep All Papers** – It is important that you keep all papers in case a question arises regarding their submission/grade or the accuracy of your final grade.

**Cell Phones** – Cell phones/texting is not permitted during class sessions.

**Computers** – Computers may be used to take notes only. Web surfing during class will result in loss of computer privileges.

**Test Decorum** – Students are not allowed to bring any materials besides a pen or a pencil into the classroom on the day a major examination is administered. No notebooks, coats, backpacks, headphones, etc. are allowed. An ounce of prevention is worth a pound of cure.

**Academic Honesty** - Any cheating or plagiarism will result in a grade of "F" or ZERO being given for the assignment on which it is found.

**Special Academic Circumstances** - Students with a diagnosed learning disability, please see the instructor privately to discuss assessment measures that would enhance your ability to learn.

**Adjustment of Syllabus** - The above schedule, procedures, and assignments are subject to change in the event of extenuating circumstances.

**Instructor Availability** – The instructor is available during his stated office hours listed or may be contacted at the telephone numbers or e-mail addresses listed below.

Allen Hickerson  
 Cell: 1-918-706-0122  
 Email: [rabb\\_eye@yahoo.com](mailto:rabb_eye@yahoo.com)

Office Hours	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-8:30 AM					
8:40-9:55 AM					
10:15-11:30 AM					
11:30-12:30 PM					
12:30 - 1:30 PM		Available		Available	
1:30 – 2:45 PM		Available		Available	
2:45 – 5:00 PM		History of Israel II (3:00-4:15)		History of Israel II (3:00-4:15)	



## History of Israel II

### Term Paper Scoring Guide

	F (59%)	D (66%)	C (76%)	B (86%)	A (96%)
<b>Adequacy and Accuracy of Research (30%)</b>	The research provides an explanation of the chosen subject which contained significant errors.	The research provides a superficial or somewhat erroneous explanation of the chosen subject.	The research provides an accurate but somewhat superficial explanation of the chosen subject.	The research provides an accurate explanation of the chosen subject.	The research provides a accurate and insightful explanation of the chosen subject.
<b>Depth of Historical Reflection (30%)</b>	The paper discussed the subject in a manner which contained significant errors or which left its meaning unclear.	The paper discussed the subject in a superficial and possibly erroneous manner.	The paper discussed the subject in a somewhat superficial manner.	The paper discussed the subject with adequate depth.	The paper discussed the subject in a profound and insightful manner.
<b>Breadth of Research (10%)</b>	The paper makes use of three or fewer resources.	The paper makes use of five or fewer resources.	The paper makes adequate use of five to seven resources.	The paper makes adequate use of seven or more resources.	The paper makes studied and critical use of seven or more resources.
<b>Structure (15%)</b>	The paper does not follow a logical sequence with smooth transitions.	The paper barely follows a logical sequence with smooth transitions.	The paper partly follows a logical sequence with smooth transitions.	The paper mostly follows a logical sequence with smooth transitions.	The paper clearly follows a logical sequence with smooth transitions.
<b>Style (5%)</b>	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.
<b>Grammar and Spelling (5%)</b>	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling.	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.
<b>Format (5%)</b>	The paper does not demonstrate proper usage of MLA format, and documentation.	The paper barely demonstrates proper usage of MLA format, and documentation.	The paper partly demonstrates proper usage of MLA format, and documentation.	The paper mostly demonstrates proper usage of MLA format, and documentation.	The paper clearly demonstrates proper usage of MLA format, and documentation.

*Template*  
Course Reading Report Form

LORD, who may dwell in your sanctuary? Who may live on your holy hill? He whose walk is blameless and who does what is righteous, *who speaks the truth from his heart*. Psalm 15:1-2

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date and Assignment: \_\_\_\_\_

Answer honestly the following questions regarding today's reading assignment.

To what extent did you carefully read today's assigned texts?

- ☐ I carefully read the entire assignment (97%)
- ☐ I carefully read a portion of the assignment. What percentage? \_\_\_\_\_
- ☐ I skimmed the assignment. (65%)
- ☐ I did not read the assignment. (0%)