I. Course Description
This is an historical and interpretative study of Judges and Ruth. Emphasis is placed on the literary structure (outline), suggested purpose and the historical context to interpret individual passages.

II. Objectives
1) To identify the literary context of Judges and Ruth—including structure (natural basic outline) of each book and possible purpose statements. This has a two-fold intent:
   a) to acquire an over-all view of Judges and Ruth
   b) to begin to master the subject matter of each chapter or natural division
2) To help the student to understand the meaning of the text of Judges and Ruth in light of the historical/cultural background.
3) To seek to derive timeless principles from the Books of Judges and Ruth which are true to the original context and yet relevant to our modern society.
   a) to learn from the characters in Judges and Ruth concerning how to live godly lives in the midst of a generation doing "what's right in its own eyes."
   b) to strive to communicate and instill these timeless principles and concepts into the hearts, minds, and lives of others.

III. Requirements
A. Reading
   Three other books are recommended: 1) Arthur Cundall and Leon Morris, Judges-Ruth, Tyndale O.T. Commentary (Downers Grove, Ill.: Inter-Varsity, 1968) 2) J. Vernon McGee, Ruth: The Romance of Redemption (reprint of In a Barley Field) which is out of print; and especially 3)* Robert B. Chisholm, A Commentary on Judges and Ruth. Reading reports on special reading slips obtainable from the seminary office will be turned in weekly to document reading.
B. Term paper and report
   Each B.A.R. student is responsible for a 9 to 12 page double-spaced paper consisting of an exegetical summary of some passage in Judges or Ruth followed by an expository

1Tentative syllabus (12-02-15) which may be changed if necessary.

Americans With Disabilities Act (ADA): B.M.A. Theological Seminary supports the Americans with Disabilities Act (ADA). (See details below at the last section VI).

2 Contact information: e-mail: greg.parsons@bmats.edu: my office phone: 903-586-2501, ext. 212.
sermon or lesson. Utilizing the textbooks and at least three or four other commentaries, (1) the student must summarize the passage and trace the argument (i.e., the flow of thought) in light of the whole Book of Judges (or Ruth) and its historical/cultural context. This should include an exegetical outline (summarizing in complete sentences the exact thought of the Bible text)\textsuperscript{3} with a brief commentary on each verse which expresses your research into the text. (2) Then the sermonic portion of the paper should bring out the biblical teaching and timeless principles which find valid application for today. In this last part of the paper, be sure to discuss how the doctrine (or theology) of the text impacts our modern society.\textsuperscript{4} For instance one may want to do a character study of an individual bringing out positive characteristics to emulate and negative ones to avoid. See rubrics [Parsons specific + BMATS] for details. Due date is when the chosen passage is studied in class. 

Notes: 1) Be sure to observe the following rules: (a) To follow the suggested guidelines for interpreting Old Testament narrative and any specific application to Judges or Ruth. (b) Be sure to document your research in Turabian format with footnotes with a bibliography (B.A.R. about 8 sources including preferably one peer-reviewed journal article--see EBSCO). (c) The paper should exhibit a proper balance between doctrine (being true to the historical/cultural background and the literary contexts of Judges/Ruth and previous OT writings) and practical exhortation (being validated in light of the rest of the Old Testament and of the New Testament). (d) A detailed outline of the paper should be distributed to each class member (and to the professor) at the time of the oral presentation (approximately 25 to 30 minutes). Also a complete copy of the entire paper must also be given to the professor at the same time (namely, before the oral report).

2) A sample draft (preliminary résumé) of the term paper is due either Feb. 15 or March 14 (approximately 3 to 4 pages) including tentative bibliography from syllabus and/or Glynn [possibly peer review editing in class??] a preliminary exegetical and/or expository outline and a beginning page of sample brief commentary (including sample footnotes).

C. Exams

Two exams will be given during the semester as recorded on the class schedule below. The nature of these tests will be explained later.

D. Grading guidelines for B.A.R. students: Two exams @25% each; term paper--25%; daily grade 25% (=13% for documented weekly reading +12% divided as follows: [2% for the oral report on term paper and 3 to 5% each for class participation, and attendance]. Possible "pop" quizzes over reading (perhaps 4%). (+1% to 3% bonus on paper grade for timely sample draft.)

IV. Class Schedule (for 2016)

| Jan. 25/26 | Review of syllabus. Introduction to Judges. Possibly brief guidelines for interpreting O.T. narrative. Assignment: read all of Judges--preferably at one sitting (or chaps. 1-16, then 17-21) in a modern translation such as the NIV, NASB, or NKJV. Read Block, 21-44, 50-72; Inrig, 5-7, 9-13 [rev. 7-15]; Younger, 21-49. |


\textsuperscript{4}Also see Ross, \textit{ibid}., especially 46-48 for the concept of an expository outline and timeless principles. Furthermore consult Walter Kaiser's \textit{Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching} (Grand Rapids: Baker Book House, 1981) especially chapter 7 for tips on seeking to glean timeless principles.


Feb. 15/16 Study of Judges chaps. 4-5. Assignment: read the specific passage of Judges. Read Block, 176-246; Inrig, 55-82 [rev.62-89]; Younger,132-166.


March 21 MID-TERM EXAM


April 4 Study of Judges chaps. 19-21. Assignment: read the specific passage of Judges. Read Block, 516-586; Inrig, 281-298 [rev. 306-324]; Younger, 349-387,


April 18 Study of Ruth chaps. 2 and 3. Assignment: read the specific passage of Ruth. Read Block, 649-701; Younger, 437-470. For extra credit, read J. Vernon McGee, *Ruth: The Romance of Redemption* (or *In a Barley Field*), chapters 7-8.

April 25 SPRING BREAK-- NO CLASS. BMA OF AMERICA MEETING


May 9 FINAL EXAM [Semi-comprehensive]
V. Selected Bibliography
(for Judges and Ruth)


Helpful for extra-biblical background studies but quite critical in nature.


Helpful for extra-biblical background studies but somewhat critical in nature.


On microfiche in Kellar Library (BMATS).


**Permitted Internet Resource:** Constable, Thomas. [http://www.soniclight.com/constable/notes.htm](http://www.soniclight.com/constable/notes.htm)
VI: **Americans With Disabilities Act (ADA):**

Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). Students with physical or learning disabilities desiring additional assistance must consult with the Dean’s office prior to enrollment or as early as possible after the disability is diagnosed. Procedures for assisting students will require a physician’s written verification of the disability and probable benefit(s) of specific assistance for student learning, a student’s specific written request(s) for assistance from the seminary, and the informing of the seminary faculty. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:

- by mail: Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407
- by phone: 800/259-5673
- by email: bmatsem@bmats.edu

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