I. Course Description
This is a guided exposition of Judges and Ruth with emphasis on the historical/cultural and literary contexts. The literary structure and possible purpose statement will explored in the process of interpreting and communicating the message of specific 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.
4) To develop a critical, analytical ability to evaluate written material.

III. Requirements (long distance Filipino students see footnote & appendix)
A. Reading
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. (Kregel, 2013). ISBN: 0825425565  Reading reports on special reading slips obtainable from the seminary office will be turned in weekly to document reading.

B. Term papers and report
   Each Master’s student is responsible for two (2) term papers: 1) A 12 to 15 page

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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).

2Filipino students; see special appendix (last page--6) about research paper and important notes for you.
double-spaced exegetical and expository paper with sermon/lesson; and 2) a summary and analysis of key introductory and background issues for Judges and Ruth.  

1) The exegetical summary of some passage in Judges or Ruth followed by an expository sermon or lesson will be due on the date the passage is studied in class. Utilizing the textbooks and at least four or five 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) 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. 

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 Parsons specific rubric(s) and overall BMATS rubric for details.

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—footnotes with bibliography (10 quality sources for Master's students— at least 1 or 2 peer-reviewed journal articles--EBSCO). (c) Each 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 each 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 each oral report).

A sample draft (preliminary résumé) of the first term paper is due either Feb. 15 or March 14 (approximately 3 to 5 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).

2) Also Master's students are to summarize and analyze introductory/ background issues on Judges and Ruth—consisting of 75% summary and 25% interaction and analysis with positive and negative points. This involves 2 parts @10% each: a) summarizing and analyzing either Block's Introduction to Judges (22-72) about 4 single-spaced pages or Chisholm (17-105)—due Feb. 22; and b) summarizing and analyzing 5 articles on Ruth in Dictionary of the OT Wisdom, Poetry & Writings, eds. Tremper Longman & Peter Enns. IVP, 2008: Ruth 1, 2, 3 ,4 and 5) "Kinsman-Redeemer & Levirate." -- 5 to 6 single-spaced pages (~1 to 1.25 pages each).--due April 18.

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 Master’s students: Exams— 20 to 22.5% each; term papers—20% each (plus 2% for oral report); daily grade 13% (including 10% for weekly reading as documented on reading slips and 3% for class participation and attendance). Possible "pop" quizzes over reading (perhaps 5%). (+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, 21-72; Inrig, 5-7, 9-13 [rev. 7-15]; Younger, 21-48.

**Feb. 1/2**

**Feb. 8/9**
Study of Judges 3:7-31. **Assignment:** read the specific passage of Judges. Read Block, 143-175; Inrig, 44-82 [rev. 44-54]; Younger,100-131.

**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.

**Feb 22/23**

**Feb 29**

**March 7**

**March 14**
Study of Judges chap. 16. **2nd analysis of 5 articles on Ruth due**
**Assignment:** read the specific passage of Judges. Read Block, 449-472; Inrig, 242-265 [rev.265-289]; Younger, 312-330. Brief review for exam.

**March 21**
**MID-TERM EXAM**

**March 28**

**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 11**
Introduction to Ruth. Study of Ruth chap. 1. **Assignment:** read all of Ruth at least 3 times in modern translations. Read Block, 587-621; 623-648; Younger, 389-405; 411-436. For extra credit, read Chisholm, 549-616.

**April 18**
Study of Ruth chaps. 2 and 3. **2nd analysis of 5 articles on Ruth due**
**Assignment:** read specific passage of Ruth; +Block, 649-701; Younger, 437-470. For extra credit, read Chisholm, 619-663.

**April 25/26**
**SPRING BREAK-- NO CLASS. BMA OF AMERICA MEETING**
May  2  Study of Ruth chap. 4.  Brief review for exam.  **Assignment:** read Ruth chap. 4.  read Block, 703-737; Younger, 471-491. For extra credit, read Chisholm, 665-686.

May  9  FINAL EXAM [Semi-comprehensive]

V. Selected Bibliography
(for Judges and Ruth)


**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

Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve her or his Christian, educational, and life goals

**Appendix: Special Instructions for Filipino Students (Live Distance Learning Conference)**

1) All 3 of your textbooks are available on Kindle and need to be ordered soon.

2) Also you need to consider buying additional quality resources: at least 2 or 3 (see syllabus bibliography), especially those marked with asterisk(s).

3) On the term paper, the normal requirement for 10 resources for Master's students (2 of which are peer-reviewed journal articles--see EBSCO) will be expanded to include 1 or 2 internet sources (especially Thomas Constable commentaries --see http://www.soniclight.com/constable/notes.htm) and perhaps 3 journal articles. You still need other quality commentaries (see bibliography above) and/or some material from quality study Bibles such as Zondervan NIV Study Bible, HCSB Study Bible or MacArthur Study Bible, etc.

4) The 2-fold other assignment (see above) concerning summary and analysis of articles will include a) reading and analyzing pages out of Block your textbook and b) 5 articles on Ruth from IVP *Dictionary of OT Wisdom, Poetry and Writings* which I will try to send to you by the time the semester starts.

5) You need to learn how to access peer-reviewed journal articles on EBSCO (remember previous 2 classes where we talked about this).

6) Of course, there will be no oral presentation of the paper for you, due to the constraints of the video conference connection.