

HB 350: Minor Prophets Spring, 2009

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COURSE DESCRIPTION

In this course we will study the twelve minor prophets (Hosea ~ Malachi) in light of historical, canonical, and theological perspectives. Primary attention will be given to the interpretation of selected texts with regard to their socio-historical environments, to the intertextual correlation within the book and the canon, and to their theological implications for the life of the church and contemporary issues in a global context.

OBJECTIVES

With regard to several focal goals, through this course, we intend to:

- ❑ Read closely the entire twelve prophets in English at least once in this course;
- ❑ Engage in the exegetical practices of select texts from the twelve prophets;
- ❑ Become familiar with the contents, backgrounds, and scholarly issues;
- ❑ Become enamored with the “major” messages of these “minor” prophets;
- ❑ Make a conscientious effort of applying biblical texts toward preaching & ministry.

TEXTBOOKS

- ☞ Daniel J. Simundson, *Hosea, Joel, Amos, Obadiah, Jonah, Micah* (Abingdon Old Testament Commentaries; Nashville: Abingdon, 2005)
- ☞ Julia M. O’Brien, *Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi* (Abingdon Old Testament Commentaries; Nashville: Abingdon, 2004)
- ☞ Christopher R. Seitz, *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets* (Grand Rapids: Baker, 2007)
- ☞ Julia M. O’Brien, *Challenging Prophetic Metaphor: Theology and Ideology in the Prophets* (Louisville: Westminster John Knox, 2008)
- ☞ Marvin A. Sweeney, *Reading the Hebrew Bible after the Shoah: Engaging Holocaust Theology* (Minneapolis: Fortress, 2008)

- ☞ Marvin A. Sweeney, *The Twelve Prophets* (2 vols.; Berit Olam; Collegeville, Minn.: Liturgical, 2000)
- ☞ Michael H. Floyd, *Minor Prophets, Part 2* (FOTL; Grand Rapids: Eerdmans, 2000)
- ☞ Athalya Brenner, ed., *A Feminist Companion to the Latter Prophets* (Sheffield: Sheffield Academic Press, 1995)

REQUIREMENTS

☒ **Weekly Preparation**

Each student's careful reading of the assigned biblical chapters and analysis of the selected focus text each week will be crucial for the successful class sessions. A close, thorough, and insightful reading of every chapter of the corresponding prophetic books is expected. Students are encouraged to bring ONE OBSERVATION/QUESTION PER CHAPTER each week for the sake of group discussions. On some related topics, in addition to the select commentaries, reading the supplementary textbooks for further debates will be expected.

☒ **Exegesis Papers**

Because this course is an upper-level biblical books-based exegesis course, we will put emphasis on exegetical tasks. Thus, there are two exegesis papers as required assignments—you get to do two practices rather than one. Each student will need to choose one exegesis text during the first-half of the semester, and then choose the second exegesis text during the second-half of the semester. It is suggested that the texts will be assigned to students evenly for a balanced discussion and contribution in each session. The instructor will provide some suggested texts, specified in the table of schedule below; but each member's and group's choice can be negotiated and honored as well. Each exegesis paper (10 pages, double-spaced, typed) is due *by the start of* each class on the day the corresponding passage will be discussed.

☒ **Group Projects Presentation**

Ideally, members who are writing an exegesis paper on the same prophetic book will form a group. Basically, each presentation should contain and address both (a) an insightful reassessment/reinterpretation of a text in light of the current issues, world events, or sociopolitical aspects of today's world and (b) a creative application for contemporary ministry and/or societal contexts. By the former, I mean a kind of effort to reinterpret the text investigating the metaphors, ideas, themes, puzzles, or problems of the text with regard to issues such as gender, marginal groups, dissenting voices, war, poverty, ecology, and the like. By the latter, I mean an endeavor for each group to be creatively re-presenting, reapplying, or retelling those reinterpretations for a contemporary audience in the mode that can be creative and challenging.

GRADING

Weekly Class Contribution	25%
Exegesis Papers (2)	50%
Group Projects Presentation	25%

CLASS SCHEDULE

Date	Topics	Texts
Feb 4	Introduction to 12	Introductory Readings Recap of Exegetical Methods
Feb 11	Hosea	Hosea 2:14-23
Feb 18	Amos	Amos 5:1-17
Feb 25	Joel	Joel 2:12-27
Mar 4	Obadiah	Obadiah 1:1-14
Mar 11	<i>MIDTERM RECESS</i>	
Mar 18	Jonah Nahum	Jonah 3:1-10 & Nahum 1:1-15
Mar 25	Micah	Micah 6:1-16
Apr 1	Habakkuk	Hab 2:1-20
Apr 8	<i>HOLY WEEK RECESS</i>	
Apr 15	Zephaniah	Zeph 1:1-18
Apr 22	Haggai Zechariah 1-8	Hag 2:1-19 & Zech 3:1-4:14
Apr 29	Zechariah 9-14	Zech 9:1-17
May 6	Malachi	Mal 3:6-4:3
May 13	Twelve Prophets together	Group Project Presentation
May 20	Final Exam Week	Group Project Presentation Wrap-up

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□ Hosea

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