

HB 750: Minor Prophets Fall, 2014

Instructor: Paul Kim
Werner Hall 218 (By appointment preferred)
(740) 363-1146
email: pkim@mtso.edu
website: <http://www.mtso.edu/pkim>

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

Required:

- ☞ Terence E. Fretheim, *Reading Hosea – Micah: A Literary and Theological Commentary* (Macon, Ga.: Smyth & Helwys, 2013)
- ☞ James D. Nogalski, *The Book of the Twelve: Hosea – Jonah* (Macon, Ga.: Smyth & Helwys, 2011)
- ☞ James D. Nogalski, *The Book of the Twelve: Micah – Malachi* (Macon, Ga.: Smyth & Helwys, 2011)

Recommended:

- ☞ John Goldingay and Pamela Scalise, *Minor Prophets II* (Understanding the Bible Commentary Series; Peabody, Mass.: Hendrickson, 2009)
- ☞ Daniel Berrigan, *Minor Prophets: Major Themes* (Eugene, Ore.: Wipf & Stock, 2009)
- ☞ Ronald L. Troxel, *Prophetic Literature: From Oracles to Books* (Oxford: Wiley-Blackwell, 2012)

REQUIREMENTS

1. Faithful Attendance and Participation in All Sessions: assigned readings should be done prior to each class session and students should be prepared to discuss the issues raised in the readings. Please note that the biblical text assigned is the primary source and it is expected that the student will have read the assigned text and be familiar with it, as well as, the secondary readings.
2. Exegesis Papers (two): 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. You should post an abbreviated summary (e.g., 1-2 pages long) on Sakai by 24 hours prior to the class. Then, each exegesis paper (10 pages, double-spaced, typed) is due *one week after* the corresponding passage will have been discussed. Late submission will result in grade reduction.
3. Research Project Report OR Interpretive Performance: whereas the exegesis paper above should be done alone, individually, this project may be done as a group, collectively, or individually. Each group may select one of the two options: (a) topical research report OR (b) interpretive application/performance.
 For option #a, the group may do a concentrated research on a selected topic (e.g., place/function of a book within the Twelve, the unity of the Twelve, intertextuality between the Twelve and another text/book in the HB, reception history, the Twelve in the NT, the Twelve in medieval Rabbinic Literature, globalization, ecology, etc.).
 For option #b, the group may take on a metaphor, issue, or theme (either from the exegeted text or from anywhere else in the Twelve) and present in a creative form of performance (e.g., powerpoint, drama, monologue, art, music, worship setting, performance, etc.).
 “Research project report” should consist of a report paper (suggested amount: typed, single-spaced, 3 pages, plus a bibliography), whereas “Interpretive performance/application” should have a brief synopsis report (at least 1-page handout) and powerpoint or similar performance in the presentation. Each group must consult and confirm with the instructor regarding their project idea/topic.
4. Extra Credit: memorize a powerful/inspiring passage from one of the Twelve Prophets in any language of your choice, e.g., English, español, Hebrew, auf Deutsch, en français, and so on. The passage should be minimum of 7 verses or more, please.

Grading

Class Attendance/Participation	15%
Exegesis Papers (2)	60%
Research Project Report/Interpretive Performance	25%

CLASS SCHEDULE

Date	Topics/Texts	Articles/Books
Aug 27	Recent Trends in the 12	Introductory Readings Recap of Exegetical Methods
Sep 3	Joel & Obadiah [Joel 2:12-32] [Obad 1:1-14]	<ul style="list-style-type: none"> ■ Norberto Saracco, "I Will Pour Out My Spirit on All People: A Pastoral Reading of Joel 2:28-30 from Latin America," <i>Calvin Theological Journal</i> 46 (2011): 268-277 - John ■ Bradford Anderson, "Poetic Justice in Obadiah," <i>JSOT</i> 35 (2010): 247-255 - Daniel
Sep 10	Jonah & Nahum [Jonah 4:1-11] [Nahum 1:1-15]	<ul style="list-style-type: none"> ■ Yael Shemesh, "'And Many Beasts' (Jonah 4:11): The Function and Status of Animals in the Book of Jonah," <i>JHS</i> 10 (2010), 1-27 - Sue ■ Tzvi Abusch, "Jonah and God: Plants, Beasts, and Humans in the Book of Jonah," <i>JANER</i> 13 (2013): 146-152 - Bruce ■ Daniel C. Timmer, "Boundaries without Judah, Boundaries within Judah: Hybridity and Identity in Nahum," <i>HBT</i> 34 (2012): 173-189 - Zegeye
Sep 17	Hosea [Hos 2:1-23]	<ul style="list-style-type: none"> ■ Shawn Zelig Aster, "The Function of the City of Jezreel and the Symbolism of Jezreel in Hosea 1-2," <i>JNES</i> 71 (2012): 31-46 - Bruce ■ Allan Rosengren, "The Knowledge of God according to Hosea the Ripper: The Interlacing of Theology and Social Ideology in Hosea 2," <i>SJOT</i> 21 (2007): 139-143 - Daniel <p>Exegesis Paper – Zegeye</p>
Sep 24	Amos [Amos 5:1-24]	<ul style="list-style-type: none"> ■ Brett Younger, "Calorie Counting Ministers in a Starving World: Amos 5:14-24," <i>Review & Expositor</i> 110 (2013): 295-300 - Pierre ■ Susan Ackerman, "Amos 5:18-24," <i>Interpretation</i> 57 (2003): 190-193 - Zegeye ■ Jeremy Hutton, "Amos 1:3-2:8 and the International Economy of Iron Age II Israel," <i>Harvard Theological Review</i> 107 (2014): 81-113 - John <p>Exegesis Paper – Daniel</p>
Oct 1	Micah [Mic 6:1-16]	<ul style="list-style-type: none"> ■ Esteban Voth, "What Does God Expect of Us? Micah 6-7," <i>Review & Expositor</i> 108 (2011): 299-306 - Sue ■ Walter Brueggemann, "Walk Humbly with Your God: Micah 6:8," <i>Journal for Preachers</i> 33 (2010): 14-19 - John ■ Martha Moore-Keish, "Do Justice: Micah 6:8," <i>Journal for Preachers</i> 33 (2010): 20-25 - Daniel <p>Exegesis Paper – Bruce</p>
Oct 8	Habakkuk [Hab 3:1-19]	<ul style="list-style-type: none"> ■ John E. Anderson, "Awaiting an Answered Prayer: The Development and Reinterpretation of Habakkuk 3 in its Contexts," <i>ZAW</i> 123 (2011), 57-71 - Zegeye ■ Jeannette Mathews, "Performing Habakkuk," <i>St Mark's Review</i> 223 (2013): 13-16 - Bruce <p>Exegesis Paper – John</p>
Oct 15	MIDTERM RECESS	

Oct 22	Zephaniah [Zeph 3:1-20]	<ul style="list-style-type: none"> ■ David Melvin, “Making All Things New (Again) Zephaniah’s Eschatological Vision of a Return to Primeval Time,” in <i>Creation and Chaos</i> (Winona Lake: Eisenbrauns, 2013), 269-281 - Bruce ■ Eric Lee Welch, “The Roots of Anger: An Economic Perspective on Zephaniah’s Oracle against the Philistines,” <i>VT</i> 63 (2013): 471-485 - Zegeye <p>Exegesis Paper – John</p>
Oct 29	Haggai [Hag 2:1-23]	<ul style="list-style-type: none"> ■ Antonios Finitis, “The Other in Haggai and Zechariah 1-8,” in <i>“Other” in Second Temple Judaism</i> (Grand Rapids: Eerdmans, 2011), 116-131 - John ■ Tova Ganzel, “The Shattered Dream: The Prophecies of Joel: A Bridge between Ezekiel and Haggai?” <i>JHS</i> 11 (2011) – Daniel <p>Exegesis Paper – Zegeye</p>
Nov 5	Zechariah 1-8 [Zech 1:1–2:13]	<ul style="list-style-type: none"> ■ Robert Kashow, “Zechariah 1-8 as a Theological Explanation for the Failure of Prophecy in Haggai 2:20-23,” <i>Journal of Theological Studies</i> 64 (2013): 385-403 - Bruce ■ Robert Foster, “Undoing the Future: The Theology of the Book of Zechariah,” <i>HBT</i> 34 (2012): 59-72 – Zegeye <p>Exegesis Paper – Daniel</p>
Nov 12	Zechariah 9-14 [Zech 9:1-17]	<ul style="list-style-type: none"> ■ Ryan Bonfiglio, “Archer Imagery in Zechariah 9:11-17 in Light of Achaemenid Iconography,” <i>JBL</i> 131 (2012): 507-527 - Daniel ■ Hervé Gonzalez, “Zechariah 9-14 and the Continuation of Zechariah during the Ptolemaic Period,” <i>Journal of Hebrew Scriptures</i> 13 (2013) - John <p>Exegesis Paper – Bruce</p>
Nov 19	Malachi [Mal 3:7–4:6]	<ul style="list-style-type: none"> ■ S. D. (Fanie) Snyman, “Malachi 4:4–6 (Heb 3:22–24) as a Point of Convergence in the Old Testament or Hebrew Bible: A Consideration of the Intra and Intertextual Relationships,” <i>Hervormde Teologiese Studies</i> 68 (2012): 1-6 - Sue ■ Ray Clendenden, “A Passionate Prophet: Reading Emotions in the Book of Malachi,” <i>Bulletin for Biblical Research</i> 23 (2013): 207-221 - Pierre
Nov 26	THANKSGIVING BREAK	
Dec 3	Twelve Prophets together	Research Project Presentation
Dec 10	Final Exam Week	Research Project Presentation Wrap-up

LECTIONARY PASSAGES (NEW REVISED COMMON LECTIONARY)

Year A	Joel 2:1-17	Jonah 3:10–4:11	Mic 3:5-12	Mic 6:1-8
	Zeph 1:1-18	Zech 9:9-12	Mal 3:1-4	
Year B	Joel 2:21-27	Amos 5:5-15	Amos 7:7-17	Jonah 3:1-10
Year C	Hos 1:2-10	Hos 11:1-11	Joel 2:23-32	Amos 6:1-7
	Amos 8:1-12	Mic 5:2-5	Hab 1:1-4	Hab 2:1-4
	Zeph 3:14-20	Hag 1:15–2:9	Mal 4:1-2	

ACADEMIC POLICY

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

[**HB750 Policy**—In our interactive F2F learning environment, mutual respect toward the instructor and everyone else is essential and expected. Surfing the internet, facebook, etc. during class can be as rude as (if not more than) snoring or reading a novel. Because it is disrespectful and distracting, these are not permitted. Repeated use of these devices will result in your grade reduction. If you must reply to an email or text message due to an urgent situation, please inform me and you will be permitted to use it.]

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

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