TS 715: Old Testament Exegesis
Minor Prophets / Book of the Twelve:
Hosea - Malachi

Instructor: Derek Suderman
Office: 2126, Conrad Grebel University College
Time, location: Thurs. 1-4; Room 2201.
Office hours: By appointment
Email: dsuderman@uwaterloo.ca

Territorial Acknowledgement
I acknowledge that I live and work on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. Conrad Grebel and the University of Waterloo are situated on the Haldimand Tract, the land promised to the Six Nations in perpetuity, that includes 6 miles (ca. 10 km.) on each side of the Grand River.

I. Introduction
A. Course Description
This course will engage in a close reading of the Minor Prophets/Book of the Twelve in light of secondary material to aid in theological interpretation. In doing so we will consider the roles of prophets in the social and historical contexts of Ancient Israel, explore the rhetorical and literary aspects of prophetic material, and see how an appreciation for Jewish hermeneutics in the Second Temple Period can inform how we see this material employed in the NT. Particular emphasis will be placed on considering different approaches to this material, and ways it challenges us and may be helpfully (and harmfully) appropriated in contemporary settings.

B. Student Objectives
During this course students will:
• explore the social and historical contexts, literary genres, and messages of the Minor Prophets;
• critically engage historical critical approaches to the prophets to consider the value and limitations of various modes of inquiry to the Bible;
• explore how prophetic material has been understood in diverse cultural contexts;
• examine the prophets’ rhetoric of judgement, violence, and hope;
• reflect on the motifs and challenges of this material in its time(s), and implications for ours;
• explore how prophecy functions with respect to its “fulfillment” in the NT, especially in light of 1st century Jewish hermeneutics;
• pursue a topic of special interest for the final project; and
• describe some of the challenges (problems and opportunities) presented by this material for a 21st century readers and reading communities.
II. Course Requirements
   A. Textbooks
      The following materials are required or highly recommended.

1. The Bible
   This is *the most important textbook in the course*. Students must each have their own copy, which they are expected to bring to class. No one version is required — in fact, having a diversity present can enrich class discussion enormously. *However, paraphrases and Bibles which use a ‘dynamic equivalence’ approach to translation will NOT be appropriate for this course (the Message, Good News Bible, Today’s English Version, etc.).* Part of the course will include New Testament readings, so people who use a Tanakh (Jewish Publication Society Bible) will need access to a New Testament as well. Though we will not be discussing the Apocrypha/Deutero-canonical material in this course, consider purchasing a Bible with this as well. “Study Bibles” of various versions are also available (TNIV, NRSV, NASB, etc), and can provide helpful additional information. Students are welcome to choose from among:
   - Tanakh (JPS - Jewish Publication society )
   - New American Bible (NAB)
   - New American Standard Bible (NASB) or the older American Standard Version (ASV)
   - Common English Bible (CEB)
   - New Jerusalem Bible (NJB) or the older Jerusalem Bible (JB)
   - 21st Century New King James Version, or the New King James Version (NKJV), or the venerable Authorized or King James Version (AV or KJV)
   - New Revised Standard Version (NRSV) or the older Revised Standard Version (RSV)
   - Revised English Bible (REB) or the older New English Bible (NEB)
   - Today’s New International Version (TNIV) or the older New International Version (NIV)
   - Net Bible (available free on-line at http://www.bible.org). This can be used for comparison, but students will be expected to bring Bibles to class so this will not be sufficient as the only version.

2. Textbooks and Course Reader
   One textbook and a Course Reader will be required for this course; the Reader is available at the UW Bookstore, and students are expected to find Brueggemann’s *The Prophetic Imagination* on their own. This is a compelling “classic” that launched the writing career of a prominent contemporary churchly OT scholar.¹ For a broader intro to prophetic material, Petersen’s *The Prophetic*  

Literature provides a helpful reference with an overview and introduction to different features of prophetic books as well as a book-by-book introduction.²

3. Academic Style Guide (recommended)
I highly recommend having a “style guide” (such as Harvey³ or something similar), which you can consult regularly for matters of style, grammar, writing and formatting of academic papers.

As usual within the MTS programme, all papers with citations will be required to use bottom-of-the-page footnotes according to the Chicago Manual of Style (CMS) demonstrated in the Appendix of Harvey and elsewhere.

In Biblical Studies certain conventions apply when citing biblical documents:
➢ Unless written within the flow of the paper, abbreviations consisting of the first three letters of biblical books should be used. Thus: “At the beginning of Genesis...” within a sentence, but (Gen. 1:1-6) as a reference following a sentence.
➢ Chapters and verses are separated by a colon, while verses within the same chapter are listed with a hyphen when describing a section (Pro. 1:1-7) or separated by commas when speaking of specific verses (Gen. 5:14, 17). Verses from different chapters are separated by a semi-colon (Job 2:1-4; 42:1-6). As noted here, the parentheses should precede ending punctuation.
➢ Unlike other citations, Bible citations are made in (parentheses) within the document itself, unless they are part of an explanatory footnote. During discussions clearly marked as dealing with a specific chapter, abbreviations for verse and verses should be used (v. and vv. respectively). If you provide a list of references (for instance, several other places where the same term is found), these should be placed in a footnote.
➢ Reference to terms in biblical languages (Hebrew, Aramaic, Greek) are placed in italics. So, you write peace (English) but shalom (Hebrew term for peace, security, well-being, etc.).

B. Student Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Presentation and Handout (Various)</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Article / Chapter Review (2 x 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>(DUE: Oct. 3; various)</td>
<td></td>
</tr>
<tr>
<td>Exegesis Paper (DUE: Oct. 24)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
</tr>
<tr>
<td>Proposal (DUE: Nov. 14)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project (DUE: Dec. 13)</td>
<td>35%</td>
</tr>
</tbody>
</table>

1. Assignments

Article Presentation and Handout
Each student will choose one substantial article from the course reader to introduce to the class, providing a 1p. outline (one-sided) and 5-8 minute oral overview to initiate and enhance class discussion. These elements will be peer-evaluated.

Critical Article or Chapter Review
Students will select one article or book chapter (ie: from The Prophetic Imagination) from the syllabus, as well as an additional article or chapter related to the course material from another resource (found through ATLA serials, a related edited book, or recommended resource). In each case, students will write a brief overview and critical response that links this piece and its implications to course content/discussion (4-6 pp., 1200-1600 words). The article chosen should be different than the one you present in class.

Exegesis Paper
Students will choose a passage from the Minor Prophets to research for an exegetical paper (9-12 pp., 2700-3600 words). A Guide to Exegesis handout will be provided.

Final Project Proposal
Given the breadth of possibilities, students will submit a proposal outlining the topic, method, procedure, as well as a preliminary bibliography for their final project.

Final Project
Students will have the opportunity to pursue a topic of interest in consultation with the instructor in a major final project. This could take various shapes: a paper (15-20 pp., 4500-6000 words); a sermon or Bible study series; poetry, songs, artwork, or drama accompanied by explanation, etc. Topics could include: the use of a specific passage from the Minor Prophets in the NT; Jewish hermeneutics in the 1st century; history of interpretation of a passage (exploring the medieval four senses of Scripture through a specific passage, how something was read by the Reformers, etc.); the appearance of the Minor Prophets in the Lectionary; global or other contextual interpretations of a prophetic passage; detailed exegesis of a specific passage; use of prophetic material in contemporary debates over militarization; etc.

III. Further Instructions

A. Faculty of Arts Information

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity website for more information.
Discipline
A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Accommodation for Students with Disabilities
Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

At Grebel
Ed Janzen is the Chaplain at Grebel, and is happy to meet with students who need support (emotional, psychological, spiritual, etc.). His office is in the ‘Student Services’ area, on the North side of the Dining Hall. You can contact him by email or phone: ejjanzen@uwaterloo.ca; 518-885-0220, ext. 24249.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information

IV. **Meeting Schedule**

Names in BOLD in the “Required Readings” column identify articles you may choose for article presentations and Article Reviews.

**Since your uwaterloo email address will be our primary means of communication between classes, make sure to update/forward this immediately.**

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Intro to Prophets, Prophecy and Prophetic Books</strong>&lt;br&gt;Sept. 5 – Introduction&lt;br&gt; - Prophets in Narrative material;&lt;br&gt; - Bird’s Eye View of the Book of the Twelve</td>
<td>- Petersen, “Introduction,” pp. 1-25</td>
<td>-</td>
</tr>
<tr>
<td>Sept. 12 - Prophets to the North --- and South?? (Amos, Hosea)</td>
<td>- Heschel, “What Manner of Man is the Prophet?”&lt;sup&gt;4&lt;/sup&gt; - Miller, “A Prophetic Book and How to Study It”&lt;sup&gt;5&lt;/sup&gt;</td>
<td>-</td>
</tr>
<tr>
<td><strong>B. Minor Prophets/Book of the Twelve</strong>&lt;br&gt;Sept. 19 - Hosea (con.)</td>
<td>- Petersen, “Introduction,” pp. 25-45&lt;sup&gt;6&lt;/sup&gt; - Brueggemann, “Preface” and ch. 1-2</td>
<td>-</td>
</tr>
<tr>
<td>Sept. 26 - Who is Like the Lord? 8th Century Judah, and its Critics... (Micah)</td>
<td>- Chaney, “Political Economy of Peasant Poverty”?&lt;sup&gt;7&lt;/sup&gt; - Brueggemann, ch. 3-4</td>
<td>-</td>
</tr>
</tbody>
</table>

---

<sup>6</sup>Petersen, 25–45.
Oct. 3 - What Will/Should God do with Nineveh? (Nahum / Jonah)

- **Stulman and Kim**, “Reading Prophets as Meaning Making Literature”\(^8\)
- **Baumann**, “Nahum: the Just God as Sexual Predator”\(^9\)
- **Sanderson**, “Nahum”\(^10\)
- **Galambush**, “Nahum”\(^11\)

Oct. 10 - Habakkuk

- **Dietrich**, “Introduction”\(^12\)
- **Williams**, “Historical Criticism and Sacred Text”\(^13\)

**Oct. 17**

--- **READING WEEK**

Oct. 24 - Zephaniah;
Intro to Post-Exilic Reconstruction/Persian Period
(Haggai, Zechariah, Malachi)

**Exegesis Paper DUE**

Oct. 31 - Post-Exilic Reconstruction/Persian Period (Haggai, Zechariah, Malachi)

- **Meyers and Meyers**, “the Historical Context”\(^14\)

---


| Nov. 7 - From Prophets to Prophetic Books; (Re-) Reading the “Twelve” as a Whole; Re-imagining Prophecy and the Legacy of Historical Criticism | - Fishbane, “From Scribalism to Rabbinism”¹⁵  
- **Kugel**, “Twelve Minor Prophets”¹⁶ |
|---|---|
| **C. From the New Testament to Today...** | - Grossman, “The Dead Sea Scrolls”¹⁷  
- *Pesher “Commentaries”*¹⁸  
- Levenson, “Messianic Movements”¹⁹  
- Longenecker, “Jewish Hermeneutics in the First Century”²⁰ |
| Nov. 14: Messianism in the “Twelve” and beyond; “The Twelve” in the New Testament | **Final Project Proposal DUE** |
| Nov. 21 - “The Twelve” in the NT (con.) | - Enns, “The OT and Its Interpretation in the NT”²¹  
- Brueggemann, ch.5-6 |

---


<table>
<thead>
<tr>
<th>Nov. 28 - So what??: Lessons and Challenges from the Minor Prophets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sheppard</strong>, “Rediscovering the Bible as Scripture”(^{22})</td>
</tr>
<tr>
<td><strong>Mays</strong>, “Justice: Perspectives from the Prophetic Tradition”(^{23})</td>
</tr>
<tr>
<td><strong>Brueggemann</strong>, ch. 7 and “Postscript”</td>
</tr>
</tbody>
</table>

---
