

**Syllabus
Winter, 2018**

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

Instructor: Derek Suderman
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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 (approx. 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 context, literary genres, and message of the Minor Prophets;
- critically engage historical critical approaches to the prophets, and particularly the relationship between oral and written language, to consider the value and limitations of various modes of inquiry to the Bible;
- explore 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 in light of 1st cent. 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 it 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)
- *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

Two textbooks and a Course Reader will be required for this course and available at the UW Bookstore, though students may find a better price for the books online. Petersen’s *The Prophetic Literature* provides a helpful overview and introduction to different features of prophetic books as well as a book-by-book introduction,¹ while Brueggemann’s *The Prophetic Imagination* is a compelling “classic” that launched the writing career of a prominent contemporary churchly OT scholar.²

¹David L. Petersen, *The Prophetic Literature: An Introduction* (Louisville, Ky.: Westminster John Knox Press, 2002).

²Walter Brueggemann, *The Prophetic Imagination* (Minneapolis, MN: Fortress Press, 2001).

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*

Article Presentation and Handout	10%
Critical Article / Chapter Review (DUE: Feb. 5)	10%
Exegesis Paper (DUE: Feb. 26)	30%
Final Project	
Proposal (DUE: Mar. 19)	10%
Final Project (DUE: Apr. 13)	40%

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

³Michael Harvey, *The Nuts & Bolts of College Writing* (Indianapolis, IN: Hackett Pub. Co., 2003).

overview to initiate and enhance class discussion. *These elements will be peer-evaluated.*

Critical Article or Chapter Review

Students will select an additional article or chapter related to the course material from another resource --- found through ATLA serials, a related edited book, or recommended resource. Students will write a brief overview and critical response that links the implications of this piece to course content/discussion (5-7 pp., 1500-2100 words).

Exegesis Paper

Students will choose a passage from the Minor Prophets to research for an exegetical paper (9-12 pp., 2700-3600 words).

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 interpretation of 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. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Disci-

pline. For information on categories of offenses 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: The AccessAbility Services office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

Mental Health Support

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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 from 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: 519-749-433 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

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information

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IV. Meeting Schedule

[Brackets] indicate the secondary readings to be done in preparation for each session.

Readings below are listed on the dates to which they correspond and are expected to be done in preparation for class.

A. Introduction to Prophets and Prophetic Books

Week 1, Jan. 8: the Role/Portrayal of Prophets in Narrative material; Bird's Eye View of the Book of the Twelve [Miller, "A Prophetic Book and How to Study It"⁴]

Week 2, Jan. 15: Prophets to the North --- and South?? (Amos, Hosea) [Heschel⁵]

B. Minor Prophets/Book of the Twelve

Week 3, Jan. 22: Hosea (con.) [Petersen, "Introduction"; Brueggemann, "Preface" and ch. 1]

Week 4, Jan. 29: Who is Like the Lord? 8th Century Judah, and its Critics... (Micah) [Berlin⁶; Brueggemann, ch. 2-4]

Week 5, Feb. 5: What Will/Should God do with Nineveh? (Nahum / Jonah) [Baumann;⁷ Sanderson;⁸ Galambush⁹]

****Critical Review DUE**

⁴John W. Miller, *Meet the Prophets: A Beginner's Guide to the Books of the Biblical Prophets, Their Meaning Then and Now* (New York: Paulist Press, 1987).

⁵ Abraham Joshua Heschel, "What Manner of Man is the Prophet?" *The Prophets* (New York: Harper & Row, 1962) 3–26 .

⁶Adele Berlin, "Introduction to Hebrew Poetry," *The New Interpreter's Bible Commentary*, vol. 4, *The New Interpreter's Bible Commentary* (1996) 301–15.

⁷Gerlinde Baumann, "Nahum: The Just God as Sexual Predator," *Feminist Biblical Interpretation: A Compendium of Critical Commentary on the Books of the Bible and Related Literature*, Ed. Luise Schottroff Rumscheidt and Marie-Theres Wacker, trans. Martin and Lisa E. Dahill (Grand Rapids, Mich.: William B. Eerdmans Pub., 2012).

⁸Judith E. Sanderson, "Nahum," *The Women's Bible Commentary*, Ed. Carol A. Newsom and Sharon H. Ringe (London, Louisville KY: SPCK Westminster/John Knox Press, 1992) 217–21.

⁹Julie Galambush, "Nahum," *The Women's Bible Commentary*, Revised and Updated, Ed. Carol A. Newsom, Sharon H. Ringe, and Lapsey (London, Louisville KY: SPCK Westminster/John Knox Press, 2012) 329–34.

Week 6, Feb. 12: Habakkuk, Zephaniah [Foucault;¹⁰ Williams¹¹]

****Feb. 19: READING WEEK** (no class)

--- Minister's Week -- COME!!

Week 7, Feb. 26: Post-Exilic Reconstruction/Persian Period (Haggai, Zechariah, Malachi) [Mark Boda?]

**** Exegesis Paper DUE**

Week 8, Mar. 5: Post-Exilic Period (con.); (Re-) Reading the “Twelve” as a Whole [Fishbane;¹² Seitz¹³]

Week 9, Mar. 12: From Prophets to Prophetic Books: Re-imagining Prophecy and the Legacy of Historical Criticism [Floyd;¹⁴ Kugel¹⁵]

C. From the New Testament to Today...

Week 10, Mar. 19: Messianism in the “Twelve” and beyond; “The Twelve” in the New Testament [*Pesher* “Commentaries”];¹⁶ Longenecker¹⁷]

****Final Project Proposal DUE**

¹⁰Michel Foucault, “What is an Author?” *The Foucault Reader*, Ed. Paul Rabinow (New York: Pantheon Books, 1984) 101–20.

¹¹Rowan Williams, “Historical Criticism and Sacred Text,” *Reading Texts, Seeking Wisdom: Scripture and Theology*, Ed. Graham and David F. Ford Stanton (London: SCM Press, 2003) 217–28.

¹²Michael A. Fishbane, “From Scribalism to Rabbinism: Perspectives on the Emergence of Classical Judaism,” *The Garments of Torah: Essays in Biblical Hermeneutics*, Indiana Studies in Biblical Literature. (Bloomington, Ind.: Indiana UP, 1992) 64–79.

¹³Christopher R. Seitz, “Canonical Reading and Hermeneutical Reflections,” *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*, Studies in Theological Interpretation (Grand Rapids MI: Baker Academic, 2007) 221–46.

¹⁴Michael H. Floyd, “‘Write the Revelation!’ (Hab. 2:2): Re-Imagining the Cultural History of Prophecy,” *Writings and Speech in Israelite and Ancient Near Eastern Prophecy*, Ed. Ehud Ben Zvi and Michael H. Floyd (Atlanta GA: Society of Biblical Literature, 2000) 103–43.

¹⁵James L. Kugel, “Twelve Minor Prophets,” *How to Read the Bible: A Guide to Scripture, Then and Now* (New York: Free Press, 2007) 617–34.

¹⁶Geza Vermes, trans., *The Complete Dead Sea Scrolls in English*, Penguin Classics (London: Penguin, 2011) 470–85.

¹⁷Richard N. Longenecker, “Jewish Hermeneutics in the First Century,” *Biblical Exegesis in the Apostolic Period* (Grand Rapids, Mich. Vancouver: W.B. Eerdmans Regent College Pub., 1999) 6–35.

Week 11, Mar. 26: “The Twelve” in the NT (con.)
[Enns¹⁸; Brueggemann, ch.5-6]

Week 12, Apr. 2: Appropriation(s) of the Prophets --- So what?!?: Lessons and Challenges from the Book of the Twelve
[Sheppard;¹⁹ Mays;²⁰ Brueggemann, ch. 7 and “Postscript”]

¹⁸Peter Enns, “The Old Testament and Its Interpretation in the New Testament,” *Inspiration and Incarnation: Evangelicals and the Problem of the Old Testament* (Grand Rapids, Mich.: Baker Academic, 2005) 113–65.

¹⁹Gerald T. Sheppard, *The Future of the Bible: Beyond Liberalism and Literalism* (United Church Publishing House, 1990) 21–44.

²⁰James L. Mays, “Justice: Perspectives from the Prophetic Tradition,” *Constituting the Community: Studies on the Polity of Ancient Israel in Honor of S. Dean McBride, Jr.*, Ed. John T. Strong and Steven S. Tuell (Winona Lake, Ind.: Eisenbrauns, 2005) 57–71.