

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	WINTER, 2026
Course Title	THE BOOK OF EZEKIEL: GOD’S GLORY IN EXILE
Course Code	OLDT 0619 NP
Date	From January 5, 2026 to January 9, 2026 Monday to Friday
Time	From 9 AM to 4 PM
Delivery Format	IN-PERSON
Class information	The classes will be IN-PERSON on Monday to Friday from 9 am to 4pm.
Instructor	DR. REBECCA G. S. IDESTROM
Contact Information	Telephone/voice mail: (416) 226-6620 Ext. 6771 Email: ridestrom@tyndale.ca
Office Hours	4:00–5:00 PM after each class or at a separate time by appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

What is God’s message to His people in Exile? How does He reveal Himself to a people whose lives have been changed forever because of their rebellion against God? What does he say to a man who will never fulfill his calling as priest in the temple, but instead is raised up to be a prophet in captivity? This course will focus on the message given to the prophet Ezekiel in a time of national and personal crisis. Key passages and themes will be studied in order to understand the overall message and revelation of God in the book. Emphasis will be placed on the relevance and applicability of the book of Ezekiel and its theology to the life of the Church.

Prerequisite: Biblical Interpretation (BIBL 0501)

Recommended: Old Testament Theology and History (OLDT 0511)

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. describe the content, message and theology of the book of Ezekiel.
2. identify the missional emphasis in the book of Ezekiel.
3. explain and evaluate different interpretative issues and approaches taken to the book of Ezekiel.
4. discuss the history of interpretation of the book of Ezekiel in Jewish and Christian writings.
5. analyze and exegete the biblical text of Ezekiel.
6. critically evaluate commentaries and articles written on Ezekiel.
7. demonstrate how the message of Ezekiel is still relevant to the Church today by giving practical examples of application.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Wright, Christopher J. H. [*The Message of Ezekiel*](#). The Bible Speaks Today. Downers Grove: InterVarsity, 2001. ISBN # 0-8308-2425-1.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Block, Daniel I. [*The Book of Ezekiel: Chapters 1-24*](#). NICOT. Grand Rapids: Eerdmans, 1997.

Block, Daniel I. [*The Book of Ezekiel: Chapters 25-48*](#). NICOT. Grand Rapids: Eerdmans, 1998.

These two commentaries by Dan Block are highly recommended for your personal library on Ezekiel.

C. ASSIGNMENTS AND GRADING

The following written assignments and seminar discussion groups will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to Ezekiel, and deepen the student's knowledge of the overall message of the book of Ezekiel.

1. Major Paper: Due date: Friday, February 6, 2026 (worth 50 % of the final grade).

This assignment is related to all the learning outcomes.

The student has a choice of doing either an **Exegesis Paper or a Research Paper** (12–15 pages double-spaced, 4200–5250 words. Please use font: New Times Roman; size: 12 point. This font and font size apply to all your papers).

The exegesis paper or research paper can be on any passage of Scripture from Ezekiel or any topic related to Ezekiel. Instructions for doing an exegesis paper or suggested research topics will be given in class and posted on the course page. The paper needs to include a bibliography with a minimum of 10 academic sources. The bibliography needs to follow proper bibliographic citation.

2. Required Reading of Ezekiel and Book Review on the Textbook by Christopher Wright.

Due Friday, Feb 27, 2026 (worth 30 % of final grade).

This assignment is related to all the learning outcomes.

The student is required to read the whole book of Ezekiel **twice** as well as read and write a critical book review of the textbook by Christopher Wright, *The Message of Ezekiel*. You will be given a form where you will report whether you have read the book of Ezekiel twice and all or part of the required textbook, to be handed in with your book review. In response to reading the commentary by Wright, write a 5–6 pages (1750–2100 words) book review, first briefly commenting on the content and then evaluating the usefulness of the commentary. For example, some things to consider: What are some things that you learned from reading the commentary? How did it change and shape your understanding of the book of Ezekiel? What kind of approach did Wright take to the book of Ezekiel? What were the strengths and weaknesses of Wright's commentary? How was it helpful to you and why? What are some things that you wished that the commentary included? Support all your answers with specific examples from the commentary. The reading of the book of Ezekiel and the book review is worth 30 % of the final grade.

Optional Reading:

You are welcome to read my published article on the "Echoes of the Book of Exodus in Ezekiel" posted on the course page. This reading is optional and no written response is required.

Idestrom, Rebecca G. S. "Echoes of the Book of Exodus in Ezekiel." *Journal for the Study of the Old Testament* 33 (2009): 489–510.

3. Seminar Discussion Groups. 20 % of final grade.

This assignment is related to all the learning outcomes.

During the course there will be assigned readings to prepare for the seminar discussion groups which will be held in class during the week. Completion of readings and participation in the discussion for the four seminars will be worth 20 % of final grade.

Outline of the Seminar Discussion Groups:

Seminar Discussion Group One: Tuesday, January 6, 2026

Feminist Interpretation of Ezekiel/Female Imagery in Ezekiel (worth 5 %)

Please read Ezekiel 16 and 23, Christopher Wright's commentary on these chapters (pages 127–155), and then the following articles: Katheryn Pfisterer Darr's chapter on "Ezekiel," pages 183–190 in *The Women's Bible Commentary* (eds. Carol A. Newsom and Sharon H. Ringe; Louisville: Westminster/John Knox Press, 1992); Katheryn Pfisterer Darr, "Teaching Troubling Texts: Ezekiel's Justifications of God," *JSOT* 55 (1992): 97–117. Come prepared to discuss the readings and the following questions: How should we respond to feminist interpretation of Scripture? How is it positive and/or negative? Does a feminist perspective shed some helpful/useful insights which we can incorporate in our teaching/preaching? What do we do with difficult, troubling texts? How can we pastorally respond to those sensitive to such issues? What is our own response to the imagery in Ezekiel 16 and 23 and how would we handle these texts in preaching and teaching?

Seminar Discussion Group Two: Wednesday, January 7, 2026.

The Glory of God in the Book of Ezekiel (worth 5 %)

Read Rebecca Idestrom's chapter, "God's Glory in Exile: Ezekiel," pages 215–251 in *Show Me Your Glory: The Glory of God in the Old Testament* (Eugene, OR: Pickwick Publications, 2023). Come prepared to discuss the chapter and the insights you received about God's glory in the book of Ezekiel. What did you learn about God's glory that was new or significant? Why are the appearances of God's glory to the prophet Ezekiel at crucial points in the book and in the context of the Babylonian exile important, and what does this reveal in terms of the overall message of the book? In what ways do the various depictions of God's glory in Ezekiel impact your understanding of God's presence?

Seminar Discussion Group Three: Thursday, January 8, 2026

Ezekiel 38–39: Eschatological War (worth 5 %)

Read Ezekiel chapters 38–39 carefully making note of the main characteristics and themes of the passage. Compare them with Revelation 19:17–21 and 20:7–10. Then read Christopher Wright's commentary on Ezekiel chapters 38–39 (pages 315–326) and Daniel Block's commentary, *The Book of Ezekiel, Chapters 25–48* (NICOT; Grand Rapids: Eerdmans, 1998), pages 489–493, and compare Wright's and Block's interpretations of the text with Hal Lindsey's views presented in the following chapter: "Russia is Gog" (ch. 5) in Hal Lindsey, *The Late Great Planet Earth* (Grand Rapids: Zondervan, 1970). Come prepared to discuss the different ways of interpreting these chapters. What are the difficulties with them? How do these chapters fit into the literary context of Ezekiel 33–39 and also within the overall context of whole book of Ezekiel? How does understanding these chapters in their bigger context affect one's interpretation of them? How can we apply these texts meaningfully in the Church today? How are they relevant?

Seminar Discussion Group Four: Friday, January 9, 2026

Predictive Biblical Prophecy as it relates to Ezekiel (worth 5 %)

Read J. J. M. Roberts' article, "A Christian Perspective on Prophetic Prediction." *Interpretation* 33 (1979): 240–53. Read Revelation 20:4–22:5 as well and note the parallels with Ezekiel 37–48. Read Christopher Wright's commentary, pages 338–343, and Daniel Block's commentary, *The Book of Ezekiel, Chapters 25–48* (NICOT; Grand Rapids: Eerdmans, 1998), pages 502–506. Come prepared to discuss the readings and how the writer of the book of Revelation uses the Ezekiel material.

PLEASE NOTE: It is highly recommended that the student does some (if not all) of the required readings in preparation for the seminar discussion (outlined above) before the course starts. Although it is possible to read these during the week of the course, the week will not be as intense for the student if he or she has completed them ahead of time. It is also highly recommended that the student has read all of the book of Ezekiel before the course starts. All the readings will be available on the Moodle course page or in the required textbook by Christopher Wright.

Seminar Discussion Groups Instructions:

During the course, there will be three in-class discussion times of approximately 30-40 minutes each. These discussions have five purposes:

- a. to challenge students to develop their critical thinking skills.
- b. to enable students to improve their skills in developing and expressing theological arguments in a group context.
- c. to empower students to foster ability in leading fellow students in discussion.
- d. to have students take responsibility for their fellow students' education by mutually supporting one another.
- e. to encourage students to listen respectfully to views not their own.

Responsibilities of the student as group participant:

Having read the assigned readings carefully for the day of the discussion group, each student in the group should come prepared with some questions arising from their reading as well as some thoughtful reflections on the material. Some possible questions to ponder are: What struck you about the reading? What new and helpful insights did you find in the reading? What are some strengths and weaknesses in the arguments presented by the various authors in the readings? In addition the student should respond to the questions listed in the syllabus for each seminar topic. The student also needs to report to the group whether they have read all or only some of the assigned chapters for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, each student will assign a participation grade for each member of the group and submit the grade to the teacher by emailing it to her (grade from zero to five, with five being highest). Base the grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-5.0 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 4 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the textbook and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed reading all the chapters assigned for that day, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (the student may give fraction grades: e.g., 3.7).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Seminar Discussion Groups	Jan 6-9	20 %
Major Paper	Feb 6	50 %
Required Reading and Book Review	Feb 27	30 %
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Topics covered during the course:

- General introduction
- Historical background to the book
- The history of interpretation of the book
- Ezekiel in Jewish interpretation
- Ezekiel in archaeology, art, and music

- General structure and genre of the book
- Ezekiel the prophet
- Exegetical study of selected texts from Ezekiel:
- Ezekiel 1–11
- Ezekiel 12–24
- Ezekiel 25–32
- Ezekiel 33–39
- Ezekiel 40–48

V. SELECTED BIBLIOGRAPHY

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).