

*“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.”*

<b>Course</b>	<b>MINOR PROPHETS</b> OLDT 0516 1P / 1S
<b>Date and Time</b>	SEPTEMBER 9 – DECEMBER 6, 2024 TUESDAYS 8:15 AM – 11:05 AM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION (Microsoft Teams)
<b>Instructor</b>	<b>PABLO SEGUEL-ITURRA, Ph.D. (Cand.)</b> Email: <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a>
<b>Class Information</b>	The classes will be in person and livestreamed on TUESDAYS 8:15 AM – 11:05 AM.  Office Hours: Via MS Teams by appointment.  To book an appointment, use e-mail at <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a> with your preferred day and time, and a possible second choice, and I will confirm with you.  General questions about the course should be addressed to me at <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a>
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

An exegetical and theological study of selected sections from the Book of the Twelve Minor Prophets. Attention will be devoted to the historical, literary, and cultural contexts of the various books, and their contemporary relevance. Special topics include the use of the Minor Prophets in the NT, and the study of the Twelve as a single corpus.

*Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

The terms “The Book of the Twelve” and “Minor Prophets” are being used interchangeably below.

This course is intended to provide students with an introduction to the nature, content, interpretation, and contemporary relevance of Israelite prophecy by means of the study of selected passages from the Minor Prophets. Our study will focus primarily on every book as whole. This aspect implies consideration of the literary devices and rhetorical strategies used by the human authors. The course will also include the study of selected sections from every book of The Twelve. The texts chosen for detailed study will be paradigmatic in nature, in that they will serve as models for the study of other texts.

The course will build upon the conceptual and methodological framework that students will have already received in earlier courses in Old Testament Theology and History and Biblical Interpretation. As such, this course seeks to integrate various skill sets and a diversity of bodies of knowledge. We will exegete individual texts, then go on to relate them to broader theological issues present in the particular book that passage is embedded, Old and New Testaments, and then reflect upon their relevance to our own cultural context.

## **II. LEARNING OUTCOMES**

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

1. explain the phenomenon of prophecy in Israel and the Ancient Near East and its process of transition from orality to literature.
2. describe diachronic and synchronic approaches to The Book of the Twelve and to discuss the impact of either approach to the message of the books.
3. examine theories regarding the literary production of the book of the Twelve and their implications for reading the Minor Prophets.
4. identify some of the literary genres present within The Twelve, along with other rhetorical strategies.
5. analyze and evaluate each book of The Twelve and how they relate to one another as a literary corpus.
6. relate the Book of the Twelve with the rest of the prophetic literature of the Old Testament.
7. recognize different theological topics the Book of The Twelve addresses, such as covenant, kingship, hope, messianism, eschatology, etc.
8. relate social, economic, and political contexts to the texts being studied.
9. arrange and organize biblical and theological material to prepare an exegetical paper according to the content addressed in class.
10. value the theological message of the book of the Twelve and its contribution to the rest of the Biblical message.

## **III. COURSE REQUIREMENTS**

## A. REQUIRED READING

1. Nogalski, James. [\*The Book of the Twelve: Hosea—Jonah\*](#). Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2011.
2. Goldingay, John, and Pamela J. Scalise. [\*Minor Prophets II\*](#), NIBC 18. Peabody, MA/Milton Keynes, UK: Hendrickson/Paternoster, 2009.
3. **For discussion group, we will go through David J. Fuller’s and Beth M. Stovell’s book.** Fuller, David J., and Stovell, Beth M. [\*The Book of the Twelve\*](#). Eugene, OR: Cascade Books, 2022.

**Recommended for students coming to this course with no background in academic biblical study, or whose background is limited**

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition. Louisville, KY: Westminster John Knox, 2011.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – 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

The course textbooks and other shorter readings will form part of the basis of several of the discussion groups. These readings will be listed along with the questions for each group session, in the “Discussion Groups” folder on the course page. The readings will be found in the “Scanned Readings” folder on the course page.

## C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- 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 Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

## D. 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](https://classes.tyndale.ca).

## E. ASSIGNMENTS

*Note: See the document “Good Mark” in the Marks and Grading folder on the [classes.tyndale.ca](https://classes.tyndale.ca) course page for a discussion of the grading standards used in this course. **Also see Tyndale’s “Grade Level Standards” on the Course Page and in the Marks and Grading folder. That folder also contains other useful helps in understanding the grading system used at Tyndale and in this course.***

**All assignments must be submitted via Moodle as pdf documents.**

### Important Notes:

**Make sure your name, the course code, and the title of the assignment appear in the title of the pdf (e.g., S. Singh, BIBL 0511, Bible Notations).**

- 1. Bible and Commentary Notations (25%).** Due Sat., Oct 19, 2024 (end of week 6), by 11:59 pm.

Essentially this assignment consists of reading the Minor Prophets, and the course textbooks, and posing interpretive questions and/or making exegetical observations about them. This assignment aims to measure learning outcomes such as number 4, 5 and 7. See the document “Commentary Notations Examples” on the course page for an illustration of what your work for this assignment should look like. By the due date listed above, your questions and observations, **and the summary sheet entitled “MP 516 com nots sum sheet” found on the course page, must be submitted via Moodle.** The cover sheet for these notations may be submitted as a word document, however the annotations must be submitted in **pdf form**.

Note: there is a definite timeline given for the **reading of the texts and commentaries, and for the notations**. Material can be done later, but certain grade reductions will apply (see cover sheet). Moreover, it is far more time efficient to do the notations at the same time as you read the biblical text and the commentaries. Pay especial attention to the readings in preparation for every class.

## **2. Discussion Groups (25%)**

During the course, there will be four in-class discussion times of approximately forty-five minutes each. These discussions aim to measure learning outcomes numbers 3, 4, 6, and 7.

In the second class session, students will be divided into groups of five (approximately). Each group will designate various members as discussion leaders for the 4 discussion group sessions (rotating leadership).

See the document, "Discussion Groups. Instructions" in the Discussion Groups folder on the course page for essential details regarding guidelines for group participation and marking.

**Missed discussion group sessions count as zero unless otherwise arranged with the professor *in writing*. Students will only be excused from these sessions on the same basis as extensions for assignments (on which see below), therefore students should verify that they are available for each group session date at the beginning of the semester.**

After each discussion group session, the group leader will submit the grades for the group members to the course professor at [pseguel@tyndale.ca](mailto:pseguel@tyndale.ca) on the template provided on the course page. Submission must be made by the group leader within seven days. Grading criteria are described in detail on the template.

The questions and assigned readings for each session may be found in the "Discussion Groups" folder on the course page. Any additional readings (i.e., not included in the textbooks) for the groups may be found in the "Scanned Readings" folder on the course page.

*It is not necessary to discuss each of the questions, or to dwell on each one in equal detail. Try to balance a general coverage of the material, with careful discussion of important points.*

### **Discussion Group Schedule**

See schedule for a detail of the material's distribution for every session. Every group will read two chapters from "*The Book of the Twelve*" (Fuller and Stovell) and answer the discussion questions written by the authors.

***Group Session 1 (Week 5, Oct 8)***

***Group Session 2 (Week 6, Oct 15)***

***Group Session 3 (Week 8, Oct 29) (NOTE: week 7, Oct 22-25 are Reading Days, so there is no class)***

***Group Session 4 (Week 10, Nov 12)***

### **3. Major Essay (50%). Due: Sat., Dec 11, 2024 (end of week 13), by 11:59 pm.**

For essential and detailed instructions on essay preparation, marking standards, and other important matters, see the document “Essays: Detailed Instructions” in the Folder “Essay Instructions” on the course page. See also the other important files in the “Essay Instructions” folders.

The student will prepare a major paper of a maximum of 16 pages (excluding cover and bibliography) on *one* of the options presented below.

#### **3.1. EXEGETICAL STUDY (Type One)**

The student will select a section (pericope) from the list below, then, prepare a paper based on it. The paper will include the following elements:

- 1) A brief description of the historical-cultural backdrop presupposed in the text, and a brief summary of the book’s literary-redactional history (2-3 paragraphs, at most).
- 2) A verse-by-verse explanation of the meaning of the text (commentary).
- 3) Theological reflections on the text. The student will present the *key theological emphases* of the text. This means the text’s distinctive perspective on: (1) what it means to be in relationship to God, to other members of the community of faith, and to the creation; (2) God’s relationship to his people, the nations and the creation; (3) the values and virtues (or their opposites) that the text seeks to inculcate. Similarly, these reflections may include thoughts regarding how this text shapes our understanding of such issues as one’s individual identity and calling. It may seek to bring the text into dialogue with other biblical texts. It may include the student’s personal response, on a variety of levels, to the ideas in the text.
- 4) Suggestions for the re-contextualization of the passage in the contemporary world—especially with reference to the faith community and tradition of which you are a part.

This major exegetical paper is an academic exercise aims to measure most of the learning outcomes stated in this syllabus, with especial emphasis on outcomes number 4, 6, 7,8,9 and 10.

A fuller description of how to do this assignment may be found on in the “Assignment Instructions” folder on the course page, under the title “Exegetical Study—Prophets”.

#### **List of Texts for Exegesis Paper**

Hos 6:1-6  
Hos 14:1-7  
Joel 2:12-17  
Amos 5:18-24  
Mic 4:1-5  
Hab 2:1-5  
Zeph 3:14-20  
Hag 2:1-9  
Mal 2:10-16  
Mal 3:13-4:3

Other passages with the professor's permission.

### **3.2. THEMATIC or HISTORICAL STUDY (Type Two)**

The student will study one of the following themes in the prophets studied, and if desired, in the prophetic corpus as a whole.

- 1) **Attitudes to issues of land tenure and economic practices in the Minor Prophets (or significant portions thereof).** Examine specific texts in the Minor Prophets with a view to examining how the prophets view matters such as wealth, poverty, economic justice, and social responsibility. You may choose which texts or books you wish to focus upon but a minimum of 6 texts must be dealt with. Be sure to include a discussion of the socio-economic circumstances which prompted the prophet's oracles and the laws in the covenant which lie at the root of the prophet's reproach.
- 2) **The Day of Yahweh.** Discuss the various theories regarding the origin and development of the idea of the "day of Yahweh. What are the various expressions used in the Minor Prophets to designate this concept? Include an exegesis of the major passages in the Minor Prophets where the phrase occurs and presentation of the diachronic development of its use.
- 3) **Israelite Messianism.** Discuss the key texts in the Minor Prophets which have been cited as 'messianic.' Exegete them in their context and discuss how they fit into the development of messianism. A number of monographs are especially germane to this topic. These include S. Mowinckel, *He That Cometh: The Messiah Concept in the Old Testament and later Judaism*. Biblical Resource Series. Grand Rapids MI: Eerdmans, reprint 2005; J. Becker, *Messianic Expectation in the Old Testament*. Philadelphia PA: Fortress, 1980, and J. Fitzmyer, *The One Who is to Come*. Grand Rapids MI: Eerdmans, 2007. As well, the entries on "Messiah, Messianism" in the major bible dictionaries and encyclopedias (Anchor, Eerdmans, New Interpreters) should be consulted.

- 4) **Metaphors of Gender and Family.** Discuss the prophetic use of metaphors which employ gender (i.e., Israel as an unfaithful wife, in Hosea and Ezekiel, and Yahweh as an aggrieved husband), or age (i.e., Israel as an ungrateful child in Hosea and Malachi) and the problems and issues arising from the presence of such metaphors in the Biblical text. First, provide an exegesis of the texts in question, clarifying exactly what is being said in them regarding these matters. Second, suggest the kind of explanatory data that needs to be supplied when such texts are preached or read? Third, discuss the potential misuses of such texts? Finally, these texts remain part of our canon. Present your opinion regarding the kind of constructive use that should be made of them.
- 5) **Images of Violence, especially gender specific violence, in the Minor Prophets.** Various passages in the minor prophets (and in other prophetic books) contain graphic images of violence, at times such imagery of violence is directed toward female characters. Why is such imagery used? Why is it chosen? What message is it intended to convey? Present an exegesis of some of the key texts involved, explaining their background, meaning, and purpose. How should such texts be used today? What dangers do they pose when read without adequate cautions and explanations? How should they be introduced to congregations?
- 6) **The Concept of the Remnant.** Analyze the Minor Prophets with reference to the concept of the remnant. What are the various terms for 'remnant' and where in the Minor Prophets do they appear? Summarize the teaching of each text and note any diachronic progression between these texts. What is the relevance of the concept of the remnant to the church? Does the NT pick up this theme?
- 7) **The Concept of Exile.** Analyze the Minor Prophets with reference to the concept of exile. What are the various terms for exile? Where in the Minor Prophets do the concepts of exile, diaspora, and return appear? Summarize the teaching of each text and note any diachronic progression between the various texts. What is the relevance of the concept of the exile, diaspora and return to the church? Does the NT pick up this theme? This is a large topic, and you may wish to limit your study to certain passages or books. However if you do so, indicate your choice in the introduction to your paper.

### 3.3 EXTENDED BOOK ANALYSIS.

In lieu of an essay, students may choose to write an extended analysis of one of the books listed in the document "Minor Prophets--Extended Book Analysis" in the Assignment Instructions and Helps folder on the course page.

Many of these books are available in the library (either in print or e-versions), however they are not placed on reserve. As such they are available on a "first come first served"



basis. Students may, however, wish to purchase their own copies. Inexpensive, used copies of many of these books are often available through the Internet.

Students choosing this option will write a 16-page extended analysis of the book they have chosen. I have classified these books by length, complexity, and difficulty, and assigned a grade to them: B-/B/B+, A-/A. To fulfill the requirements and receive the assigned grade the student must do the following: (1) present a chapter-by-chapter synthesis of the content of the book; (2) read **at least 4 scholarly reviews of the book** (found in peer-reviewed journals), summarize their critiques and make an assessment of the critiques (note: the sources of the reviews must be footnoted) and (3) present a personal reflection and critical engagement regarding what was learned through the reading of the book and reviews. Papers should be no more than 17 pages in length. *Each of the above-mentioned elements should be about 1/3 of the length of the paper.* If the student's work does not reflect a clear understanding of the book under consideration (i.e., if the student engaged in a superficial reading of the book) a mark of C or D will be given for the assignment.

## F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion Groups	25%
Bible and Commentary Notations	25 %
Major Paper	50%
<b>Total Grade</b>	100 %

Attendance at class is of vital importance for this course. Attendance will be taken electronically, via the course page. In accordance with Tyndale Seminary policy, missing more than two classes without reasonable cause such as illness (a medical attestation is required), crisis, severe illness or death in the family, etc., may result in a receiving an F for the course. If a discussion group session is missed without reasonable cause (as above), the student will receive a zero for the session.

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

## 1. Guiding Principle on the Quality of Papers at the Master's Level

Your paper must reflect graduate-level research and writing skills. If your paper could have been written by someone with a basic knowledge of the Bible and without the skills you have learned in this and other courses, *it will not receive a passing grade*. Mere re-statement of the biblical text or sermonizing on the basis of a superficial reading of it does not constitute acceptable, graduate-level work.

Assignments will be marked according to the following general principle: papers which satisfactorily meet the professor's expectations will receive a B/75%. Grades above or below B will reflect the degree to which the student's work manifests strengths or deficiencies relative to the satisfactory level. A step-by-step description of the essay-writing process can be found in the document "Tyndale Seminary Research and Writing Manual" on the course page. *It is virtually impossible to write a B-level (or higher) essay without a thorough knowledge of the material in this document.*

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

- a. Form and presentation (Note: correct footnote and bibliographic form must be used. Either SBL or Chicago/Turabian style is acceptable, but not MLA/APA). For SBL style Billie Jean Collins, Bob Buller, and John F Kutsko, comps. *The SBL Handbook of Style*. Second Edition. Atlanta, GA: SBL, 2014 or the document "SBL Manual of Style" on the course page for this course. Please note especially pages 3-5. For fuller details on correct citation formatting see also <http://libguides.tyndale.ca/citations>. Alternatively, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, "Citing Sources in Theology"](#). See the fuller examples and discussion in the "Instructions for Essays" folder.
- b. Number and quality of primary and secondary sources cited. Generally, a minimum of 13 good sources is required to write a B level paper.
- c. Use of the best commentaries on the relevant biblical texts.
- d. Thoroughness of historical, grammatical, syntactical, analysis in exegetical discussions. This includes doing your own Bible study work (word studies, background studies etc., and quoting other ANE primary sources where relevant-- e.g. Code of Hammurabi, Gilgamesh Epic, etc.).
- e. Logical and methodological accuracy and consistency.
- f. Use of such foundational sources and tools including: close analysis of all relevant biblical texts, including relevant issues of word meaning, grammar and syntax; specialized studies in ANE history, archaeology, culture and sociology; interaction with major commentaries.
- g. Quality and clarity of written English.

## 2. Academic Honesty

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.

## 3. Your essay must be your own work. Do not submit a series of paragraphs written by someone else, that you have subsequently strung together.

Never cut entire paragraphs out of books or articles and insert them into your text, even if they are footnoted. An essay is *not a series of long quotes strung together*. *Such essays will not receive a passing grade*. You must attempt to read and assimilate various sources, then attempt to collate, compare, contrast and evaluate them. Attempting to do your best, even if it is a feeble first try, is far better than copying and failing the assignment and possibly the course. More importantly failing to do your own work means losing the opportunity to learn new things by doing the assignment. *Remember, essays are about you, as a student learner*. You do not have to provide the last word on complex subjects.

## 4. Assignment Submissions

You must submit your papers using the Moodle platform. *Assignments must be submitted as a pdf documents*. Submissions must be received by 11:59 PM on the due date. Submissions sent in non-pdf format may be docked up to a full letter grade. Late assignments are assessed **at -5% per week**. *It is far better to submit your work on time than to take a late penalty*. Days are calculated from 11:59 pm on the due date (e-mail submissions).

Extensions for assignments are granted only in exceptional circumstances. These include illness (a medical attestation is required), crisis, severe illness or death in the family, etc. *Requests for extensions must be submitted to the professor in writing*. Extensions will NOT be granted for: family or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading, computer or printer problems, etc. Remember, granting extensions is a matter of fairness to all students—the same standards must apply to all students.

## 5. Writing Proficiency

Tyndale Seminary requires the Professor to identify students who display difficulties with English language skills in their assignments and refer them for further assistance in the [Tyndale Centre for Academic Excellence](#). Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#). Please see the document *Guidelines for Written Work* on the course page for further information.

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

## 6. 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 ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## I. 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.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Every class will consist in commenting and discussing the different materials to be read weekly. It will also include analysis and comments of the most relevant elements of every book of The Twelve. More details, readings and handouts will be available on Moodle.

### Week 1: Sept. 10

Introduction to the Minor Prophets.

Read Nogalski *Hosea – Jonah* pp. xxi-20.

Read Fuller and Stovell, *The Book of the Twelve*, "Introduction"

**Week 2: Sept. 17**

Prophecy and prophets in Israel (suggested reading: John H. Walton, "The Lost World of the Prophets," (pp. 1-10; 35-44; 51-58)

*Hosea*. Critical literary and theological aspects (Passages to be determined).

Read for class: Nogalski, pp. 21-32.

**Week 3: Sept. 24**

*Joel and Amos*. Critical literary and theological aspects (Passages to be determined).

Theological topic: The Day of the Lord.

Read for class: Nogalski, pp. 199-213; 257-270

Suggested reading: M. Daniel Carroll, "The day of Yahweh," pp. 88-90, *Amos* (New International Commentary on the Old Testament, Grand Rapids, MI: Eerdmans 2020).

**Week 4: Oct. 1**

*Obadiah and Jonah*. Critical literary and theological aspects (Passages to be determined).

Read for class: Nogalski, pp. 365-378; 399-408.

**Week 5: Oct. 8**

*Group Session 1*: "The Book of the Twelve," ch. 2 and 3

*Micah*. Critical literary and theological aspects (Passages to be determined).

Reading for class: Nogalski, pp. 511-522

Theological discussion: Covenant in the Book of the Twelve (suggested reading: Anthony R. Petterson, "The New Covenant in the Book of the Twelve," in "Reading the Book of the Twelve Minor Prophets," Ed. David Firth and Brittany Melton).

**Week 6: Oct 15**

*Group session 2*: "The Book of the Twelve," ch. 4 and 5

*Nahum*. Reading for class: Goldingay and Scalise, pp. 1-16

Suggested reading: Thomas Renz, "Nahum," in Kevin J. Vanhoozer, ed., *Theological Interpretation of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.

**Week 7. No classes (Reading Days)**

**Week 8: Oct 29**

Group session 3 *"The Book of the Twelve,"* ch. 6 and 7

*Habakkuk*. Reading for class: Goldingay and Scalise, pp. 45-49

Suggested reading: Thomas Renz, *"Habakkuk,"* in Kevin J. Vanhoozer, ed., *Theological Interpretation of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.

(More material will be added on Moodle)

**Week 9: Nov. 5**

*Zephaniah*. Reading for class: Goldingay and Scalise, pp. 91-96

Suggested reading: Thomas Renz, *"Zephaniah,"* in Kevin J. Vanhoozer, ed., *Theological Interpretation of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.

(More material will be added on Moodle)

**Week 10: Nov. 12**

Group session 4 *"The Book of the Twelve,"* ch. 8 and 9

*Haggai*. Reading for class: Goldingay and Scalise, pp. 137-145

Suggested reading: Paul R. House, *"Haggai,"* in Kevin J. Vanhoozer, ed., *Theological Interpretation of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.

**Week 11: Nov 19**

*Zechariah*. Reading for class: Goldingay and Scalise, pp. 177-190

Suggested reading: Albert Wolters, *"Zechariah,"* in Kevin J. Vanhoozer, ed., *Theological Interpretation of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.

**Week 12: Nov. 26**

*Malachi*. Reading for class: Goldingay and Scalise, pp. 315-323

Literary and theological aspects of Malachi

Diachronic vs Synchronic and its impact for reading Malachi.

Malachi as a closure of the Book of the Twelve.

**Week 13: Dec 3**

Final class. Wrap up and overview.

Conversations and discussions concerning the addressed material during the semester.

## V. SELECTED BIBLIOGRAPHY

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

The selected bibliography will be posted on the course page.