

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

BHE 633 Studies in the Latter Prophets:
Micah and Joel

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Fall, 2008
Fridays 10:30-1:15

COURSE SYLLABUS

COURSE DESCRIPTION

An intensive exegesis of Micah and Joel from the Hebrew text with emphasis on translation issues, advanced Hebrew topics, exegetical methodology, and application to biblical theology. The course is intended to take the student from Hebrew I into Hebrew exegesis and prepare for further graduate study in the Hebrew Bible.

OBJECTIVES

Upon successful completion of this course the student should be able to:

1. Competently deal with textual, translational, and exegetical issues in Micah and Joel.
2. Explain the translation and meaning of the passages discussed in this course and their relationship to biblical theology.
3. Discuss the message and theology of each book as a whole in relation to the context then and of the church today.

TEXTBOOKS

Required:

Each student needs a copy of the Hebrew text of the passages covered in this course from Exodus with textual notes, preferably Biblia Hebraica Stuttgartensia edited by K. Elliger, and W. Rudolph. Stuttgart: Deutsche Bibelstiftung, latest edition. Also a good lexicon is needed—either Holladay, Wm. L. A Concise Hebrew and Aramaic Lexicon of the Old Testament, or Brown, Driver, Briggs. A Hebrew and English Lexicon of the Old Testament. Both must be consulted for the research in the course. Holladay is preferred for general use. However, instead of Holladay one may use Koehler, Ludwig, and Walter Baumgartner. The Hebrew and Aramaic Lexicon of the Old Testament. (5 vols.). Revised by Walter Baumgartner and Johahn Jacob Stamm. Translated and ed. by M. E. J. Richardson. New York: E. J. Brill, 1994-00, (note that this is on computer in Bible Works).

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Brotzman, Ellis R. Old Testament Textual Criticism: A Practical Introduction. Grand Rapids: Baker, 1994.

Chisholm, Robert B. From Exegesis to Exposition: A Practical Introduction. Grand Rapids: Baker, 1999.

Contemporary English Version of the Bible. New York: American Bible Society, 1995.

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Waltke, Bruce K. A Commentary on Micah. Grand Rapids: Eerdmans, 2007.

Waltke, Bruce K., and M. O'Connor. An Introduction to Biblical Hebrew Syntax. Winona Lake, IN: Eisenbrauns, 1990.

Recommended:

Owens, John Joseph. Analytical Key to the Old Testament. Vol. 4, Isaiah-Malachi. Grand Rapids: Baker, 1989.

COURSE OUTLINE

Weeks

1-3	Micah 1 and 2
4	Textual Criticism
5	Finish Micah 2; Turn in diagram of passage chosen for exegesis project
6	Micah 3
7	Micah 4
8	Micah 5
9	Micah 6
10	Micah 7
11	Joel
12-14	Presentations of exegesis projects
15	Final Exam Friday, Dec. 12

Note that the first hour on Sep. 12 will be a chapel service.

METHODOLOGY

Lecture, discussion of translation and reading assignments, exegetical presentations.

COURSE REQUIREMENTS

Class attendance is expected; maximum allowable absences is two (2) class periods. Talk to the

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professor about your absences. Each class member is expected to contribute in the seminar format.

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1. Be prepared for each class to discuss reading and translation assignments. The relevant sections in the required commentary must be read and the CEV compared to your translation. As well, each student will choose another version and commentary to compare. The following readings must be completed by the end of the course but are most beneficial early in the course: the Chisholm textbook on using Hebrew in exegesis; Waltke & O'Connor chapters 1-4, 11, 20, 21, 24, 29-34, 38-40 (skim over the details and focus on key substantive statements of principle, definition, and summary). Also a few readings on Hebrew prophecy will be assigned.
2. Read Brotzman and be prepared to discuss textual criticism Friday, Sept. 26
3. Write a final exam on Friday, Dec. 12 over the Hebrew exegesis and biblical theology done in class.
4. Present on the date to be assigned, during the last 3 weeks of the term, a thorough outline of the results of thorough exegetical study of the Hebrew text of 4-12 verses of your choice from Micah or Joel, approved by the professor. A draft diagram of the passage must be turned in Friday, Oct. 3. The focus of the paper is to be on understanding God's principles communicated in the passage through careful Hebrew exegesis emphasizing the biblical theological context. Do not justify the right margin. Turabian's 7th edition must be carefully followed as well as the guidelines listed below which follow, in order, the parts of a paper. The students are not required to do a full paper but may do so for future benefit; those considering doctoral work are especially encouraged to write a paper. Such a paper should be 10-15 pages, typed, double-spaced, carefully proofread with the following parts:
 - a. Title Page (no cover; simply staple the pages)
 - b. Introduction: Present your choice of the passage and your basic outline for the paper. Prepare the reader in any way necessary for your work. Give a brief summary of the context. Then mention the main issues of your passage that you will deal with.
 - c. A photocopy of the Hebrew of your passage. (only necessary in a paper)
 - d. Your translation of the passage.
 - e. Your analytical diagram of the progression of the passage. (A first draft of your diagram must be submitted Friday, Oct. 3.)
 - f. Your outline of the passage based on the diagram.

- g. Body of the paper: You will begin the body on a separate page, but no sections should do so. It should be divided into a few major sections with titles (but not called "chapters"). You may use footnotes, endnotes, or parenthetical references as described by Turabian. The exegesis should reflect principles discussed in class, with serious consideration of Chisholm's approach (Douglas Stuart's exegesis primer (see the bibliography) is also recommended). Be sure to include the following but not necessarily in this order:
- 1) Discussion of exegetically significant textual variants and your choices and why. (It is possible that you will have none.)
 - 2) Discussion of difficult or theologically significant words, phrases, grammatical constructions, and syntax. This should involve research in the following: a Hebrew concordance; in scholarly word study reference material including HALOT, BDB, NIDOTTE and TDOT; in syntax books and reference grammars including W/O'C and Gesenius; besides other literature. (see tools checklist to be given out in class)
 - 3) Analysis of rhetorical, syntactical and thematic structure or progression of thought which presents the significant interpretive observations from the analytical diagram of the passage and its context in the total flow of thought.
 - 4) Incorporation of significant insights from cultural and historical background research, including an article from Dictionary of Biblical Imagery.
 - 5) Consultation of the major pertinent scholarly books and articles. Be sure to check the important commentaries and at least one journal article.
 - 6) The overall priority is your original synthesis of the data and opinions pertinent to exegetical interpretation based heavily on the Hebrew text with clear communication of conclusions.
 - 7) Major theological principles involved in the meaning of the text should be noted and the issues and conclusions summarized, and applications of the meaning for Christians today should be suggested in the conclusion.
- h. Appendix: A brief sermon outline with proposition and transitional question. The supporting points must come from the text and answer the transitional question. (a good description is in the handout by Perry). The conclusion should sum up and apply what you have said. This is intended to be a blessing, not a curse. So let it flow as the fruit and culmination of your labors.
- i. Endnotes (if used)

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- j. Bibliography or Reference List (as appropriate): The bibliography should contain all sources consulted that may have influenced your thinking in some way. Signed articles from books such as encyclopedias, word books, or multi-author works are to be listed by the author and title of the article (see Turabian 7th, 17.1.8 or 6th ed. 11.26).

The class presentation should be a 25-30 minute summary of the key studies, points, and insights, which led to your conclusions about God's message through the prophet in your passage. You must supply the class with a typed summary outline handout of your exegetical work and conclusions from your research and analysis, with applications for Christians today. It should follow the above described content of a paper. The outline should include, at the end of the last page, the three or so sources you found most helpful. This presentation is intended to benefit the class and help the professor to understand and evaluate your work.

GRADING PROCEDURE

Class preparation and participation	20%
Final Exam	30%
Exegesis outline with summary class presentation	50%

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SPECIFIC DATA

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