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OT 615 Minor Prophets

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ASBURY THEOLOGICAL SEMINARY
Department of Inductive Biblical Studies

OT(IBS)615 3 hours
MINOR PROPHETS (Inductive Biblical Studies)
Prerequisite: NT(IBS) 510 or 511

David L. Thompson
Fall 2002

I. GENERAL COURSE DESCRIPTION

This course is a study of the Minor Prophets which builds on the methodology of the first Inductive Biblical Studies course by further use of the skills learned there and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation a) of parts of books in the context of the books as a whole and b) of the books themselves as wholes. In addition, increased attention is given to thinking, valuing and living biblically by placing individual passages within their larger canonical contexts and by applying Scripture to life and ministry.

II. COURSE OBJECTIVES

- A. Methodology.** By the end of the course the student should be able evidentially and contextually to:
1. Interpret books-as-wholes and any of their parts in light of the whole;
 2. Evaluate and apply passages thus interpreted;
 3. Correlate by articulating the major claims of each biblical book studied as both distinct from and related to those of other biblical books.
 4. Describe the essential methodological aspects of Inductive Biblical Study.
- B. Content.** By the end of the semester the student shall be able to:
1. Trace the development contents of each book of the Minor Prophets studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
 2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Minor Prophets;
 3. Use a general knowledge of the historical and religious background of the Minor Prophets in the interpretation of these books.
- C. Attitude.** By the end of the semester the student should desire and intend to:
1. Apply the inductive method to other biblical books;
 2. Make the Minor Prophets the object of life-long study;
 3. Use the Minor Prophets as a resource for preaching, teaching and living.

III. TEXT, READINGS AND CLASS RESOURCES

A. Required Texts and Materials

1. **A standard contemporary English translation.** Revised Standard Version of the Bible, or some other contemporary, standard (non-paraphrasing) version such as The New Revised Standard Version of the Bible, New American Standard Bible, with minimal editorial clutter in the layout.
2. **A Masoretic text of the Hebrew Bible.** Either Biblia Hebraica Stuttgartensia. 4th ed. Stuttgart: Deutsche Bibelgesellschaft, 1990, or The NIV Interlinear Hebrew-English Old Testament. John Kohlenberger III, editor. Zondervan, 1993, or its equivalent.
3. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson. *Do not use the 1982 edition for class!*
4. Biblical Resources for Ministry, edited by David R. Bauer. Second edition. Nappanee, IN: Evangel Press, 1995.
5. **A concordance of the Hebrew Bible**
Either Even-Shoshan, A New Concordance of the Old Testament, Baker,

or G. V. Wigram , The New Englishman's Hebrew Concordance, Hendrickson
or BibleWorks5 with its concordance search capability

6. **A lexicon of the Hebrew Bible**
Either M. E. J. Richardson, The Hebrew & Aramaic Lexicon of the Old Testament, Brill, 1999.
or William Holladay, A Concise Hebrew and Aramaic Lexicon of the Old Testament, Eerdmans,
or BibleWorks5, with its lexical capabilities (outdated but OK for preliminary definition for this class).
7. **A Syntax of Biblical Hebrew**
A Guide for the Perplexed or A Guide to the Syntax of Biblical Hebrew by Bill Arnold and John Choi, 2002.

B. Recommended for Reading/Research

The following commentary series are enthusiastically recommended for use. While there are both superior and less stellar volumes in each series, they are on the whole very useful and should be consulted for work in this course. In alphabetical order:

Anchor Bible (Doubleday)
Interpretation (John Knox)
New International Commentary on the Old Testament (Eerdmans)
McComiskey, T. E. The Minor Prophets, 3 vols. (Baker)
Tyndale Old Testament Commentaries (InterVarsity)
Word Biblical Commentary (Word)

For more specific bibliography see Bauer's Biblical Resources.

C. History Collateral Reading and Self-Exam Chart

1. Reading. Thompson, J. A., "History of Israel," Zondervan Pictorial Encyclopedia of the Bible, vol. 3, pp. 335-354, especially pp. 343 ff. or some equivalent article of your choice, such as those on "The History of Israel" by C. F. Pfeiffer (International Standard Bible Encyclopedia, [1982] 2:908-924), H. H. Rowley (Interpreter's Dictionary of the Bible, 2:750-765), or entries in The Anchor Bible Dictionary, III:526-576. See below for required "self-examination" due by Sept 12 (R).
2. Self-Exam based on reading in C.1.
Using the Appendix VI, "History of Israel," as a study guide, and studying Thompson's article in ZPED or the equivalent readings, the student shall gain sufficient mastery of the historical setting of the minor prophets to: 1) date each of the prophets by correlation with their major biblical and extra-biblical contemporaries, and 2) place them in the flow of major events of their world.

To express this competence the student shall :

- 1) Make a rough-draft, historical chart which includes these major persons and events (hand written on a single legal sized sheet of paper) and
- 2) Invest a least one-half hour in explaining this chart and the history it presents to another person or conferring intentionally with another person (perhaps a colleague from this class) about the chart.

Report the person and the date and time of the above presentation, and submit with your chart and Thompson reading report no later than Sept. 12(R).

Exception to III.C History Collateral and Self-exam!!

If you have already earned credit in a course in the History of Israel and the majority of the items in Appendix V are known to you:

1. Invest a minimum of 3 hours reading in a recent, significant text on the History of Israel (e.g., those by John Bright, J. M. Miller & J. H. Hayes) or a work like R. K. Harrison's Old Testament Times.

2. Report that reading Sept. 12 (R), instead of the history self-exam, with a one page, typed, single-spaced summary of the main items of interest to you in the reading.

D. Extra-credit Research and Bibliographic Review

Students wishing to earn extra credit should request an extra credit assignment sheet from the instructor. It outlines an approximately 15 hour investment whereby a semester grade can be raised one level (e.g., A- to A). Due by the last day of the semester.

E. On-line Resources

The following (and other) materials will appear in an email (First Class) folder in your campus, First Class, e-mail desk top.

- PowerPoint slides and other documents. Copies of the Power point overheads/slides and other materials we use in class will be lodged here for your review and, if desired, duplication.
- Prophetic materials studies. Some selected studies I have done on prophetic texts but which we will not use in class will be found here.

WARNING. If you do print Power Point materials BE SURE TO MARK "PURE BLACK & WHITE" IN THE PRINT DIALOGUE BOX in order to avoid pools of ink on your paper or the library floor (It is not a pretty sight.).

INSTRUCTIONS FOR USE. Materials we will use in class will in some cases be posted here long before their use in class.

- You should consider these materials secondary sources.
- They should be consulted only after you have done your own work and then only with proper documentation and critical interaction. Undocumented use of these materials will be considered plagiarism. These materials are not a substitute for interaction with regularly published secondary sources.

CAMPUS EMAIL SERVICE. If you have not established you on-campus First Class email service you will need to do that to access these materials (See Kevin Heickes, BC 323). No cost to you for this.

F. Library Reserve Resources.

- Some of materials available digitally and additional materials are available in hard copy in a "Minor Prophets" box at the library reserve desk.
- Robert Traina. Methodical Bible Study.

IV. COURSE PROCEDURES

A. Inductive Studies of the Minor Prophets.

The most important part of the course will be the student's own, independent, direct studies of the Minor Prophets, due at class time and on the dates assigned.

A word about "**independent.**" It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. When secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

Students from cultures where extensive, undocumented use of secondary sources is acceptable should give particular notice to this aspect of North American scholarly expectations to which you will be accountable.

Independent here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of OT(IBS)615. It is assumed that these notes and all work submitted for this course is the student's own work, done specifically for OT(IBS)615, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

Group consultation. In early stages of the course where group consultation is encouraged, students should still aim to participate in these consultations as independent contributors. Group participants will not simply reproduce and submit each other's work as their own and will not "divide up the tasks" to make together a group project.

B. Format & Submission of Papers.

To facilitate handling by my office and also by SPO personnel:

Each lesson should contain on the front page, upper right corner:

- Student's SPO
- Student's name (please print, large "font")
- Lesson numeral and page number (IV-1, IV-2)
- Date due/Date completed, e.g., "Due Sept 12 / Done Sept 11"

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted. No guarantees made on preservation of "stacks" of paper submitted.

The placement and order of this information are important for SPO handling. Do not center your name and SPO down in the middle of the cover page.

Please write/print on one side only of paper.

C. Evaluation and Feedback

1. Lessons. All lessons are due, complete at class time as assigned on the dates posted with each separate lesson. They are due on these dates even though they will be submitted later with a group of lessons. Selected lessons of those submitted will be graded and returned in timely fashion for written feedback.
2. Classroom instruction and interaction. Main source of feedback.
3. Peer consultation. Group work will be encourage on several lessons to make insights and instruction from colleagues available.

D. Grade Components and Criteria.

(See Seminarian: The Catalog Edition and no. 3 below for grade values.)

1. Lessons and readings.

Lessons I-II	10%
Lessons III-VI	30%
Lessons VII-X	35%
Lessons XI - XII	25%
2. Grading Criteria and Criteria of Excellence
The stated course objectives and the directions in the appendixes, especially Appendixes I, II and V provide the bases of evaluation. Careful attention should be paid particularly to the appended materials.
3. Assessment Reflected in Grade
(See Seminarian: The Catalogue Edition for grade values.)
A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
B = Good work: strong, significant achievement of course objectives

- C = Acceptable work: basic, essential achievement of course objectives
D = Marginal work: inadequate, minimal achievement of course objectives
F = Unacceptable work: failure to achieve course objectives
4. Class attendance and completion of lessons. See "course requirements" below.
 5. Late work. Work submitted late may be accepted for credit but will not be given a letter grade, except in cases of emergency or by special arrangement with the professor.

E. Course Requirements

1. Completion and submission of all assignments and lessons in writing as assigned. At least 70% of the assignments must be completed to earn credit in the course.
2. Punctual attendance at all classes for the entire class, including the final session, Sept 09. Two absences are allowed without penalty. Every day of absence beyond that will cancel credit for one lesson, unless provisions are made for make up work. Plan now to attend the final exam session, which we will use to do important integrative work.
3. Responsible (i.e., student takes initiative in) handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class.

V. INDUCTIVE STUDIES IN THE MINOR PROPHETS

Suggestions:

1. *Read through an entire assignment before beginning it.*
2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

**Group One 10%
Lessons I - II**

LESSON I. SYLLABUS & FOUNDATIONS DUE: SEPT 05(R)

1. Read through the syllabus immediately, establishing the base of your accountability for acquaintance with its contents. Give special attention to Sections I - IV and V and Appendixes I, II and V.
 2. Read Bible Study That Works, revised edition. Two phase assignment:
 - a. Complete this reading by Thursday the 5th. Do critique for lesson II.
 - b. Next week write a 500 word, typed, critical interaction with the work. See below.
- *If you have already read BSTW,*
1) read 90 pages of most interest to you in Robert Traina, Methodical Bible Study, and write the response; **or**
2) select another text (or equivalent portion thereof) from Bibliography A to read and review on the same schedule as BSTW.

LESSON II HISTORY AND BSTW CRITIQUE DUE: SEPT 12(R)

1. History Self-Exam (chart) and Collateral Report. See instructions in Section III.C above.
2. Write 500 word (use word counter), critical interaction with BSTW.
3. Read the book of Hosea and give titles to each paragraph and finally to the book as a whole. Hand in copies this Hosea work, but keep copies also for your reference in class.

**Group Two 30%
Lessons III-VI**

LESSON III SURVEY OF BOOKS AS WHOLES: JONAH DUE: SEPT 17 (T)

1. Title the paragraphs of this book.
As you title the paragraphs of Jonah, give titles also to the paragraphs of Nahum and Zephaniah and give book titles to those two books. Then proceed with the Jonah survey. [When you use these instructions in later lessons, Nahum and Zephaniah will of course be replaced by other books for supplementary review if any are included.]
2. Discern the general nature of the literature of this book (BSTW: 32-36).
3. Locate and title the main units and sub-units in the book (here segments and divisions), and give a title to the book as a whole.¹
4. Identify the **major structural relationships** governing the book as a whole (BSTW:36-43).
 - Describe the specific materials involved in each structure sufficiently that your structural understanding is clear. Give references.
5. Ask a brief, coherent set of **interpretive questions** regarding each major structural relationship observed and the materials involved in it (Appendix III) and record them with each major set of structural observations (BSTW:44-49).
6. On the basis of your structural observations, identify the **strategic areas** which provide insight into the book as a whole from the perspective represented by each major structural insight. Guided by your structural insight, give reasons for each selection in terms of significance of the material in the strategic passage for understanding the book as a whole. It may be helpful also to state these with each law except recurrence (Appendix I#13).
5. Identify **literary forms and genres** of book-level significance.
6. Observe the **atmosphere/tone** of the book.
7. Note data bearing on such **critical questions** as author(s), editor(s), place and date of writing, history of composition, recipients, etc. **Approach these questions inductively** from the book itself, not from introductory remarks in your study Bible or from other secondary sources. You will have plenty of time to consult these sources during the course of further study.
8. Note other **major impressions and questions** relating to the book as a whole.
9. Present your major findings (unit titles, structure, strategic passages.) on a book chart which shows the linear progression of the materials and the relative space devoted to major units.
10. After you have completed your own survey, read the sections relating to this book biblical book in two critical introductions to the OT of your choosing.
11. Reflect on the way the three books considered in this lesson interact canonically.

LESSON IV. SURVEY OF BOOKS AS WHOLES: JOEL DUE: SEPT 24 (T)

Apply Lesson III to this book.

LESSON V. INTERPRETATION OF STRATEGIC PASSAGE: JONAH 4:10-11
IN ITS SEGMENT & BOOK CONTEXT DUE: OCT 01 (T)

- A. Transition from Book/Larger Context Survey
1. Review App. I:3, 16-38 to refresh your memory on tips that foster insight.
 2. Bring forward the interpretive questions posed in your book survey that relate most clearly to this paragraph. [If no questions from this survey seem relevant, do a thought-flow survey of the passage, raise questions, and answer them by further analysis as indicated below.]
- Survey Analysis
1. Select text mode
 - a. Multiple English Versions with Hebrew (M.Div. and M.A. Biblical Studies students)
 - b. Multiple English Versions without Hebrew (Only for non-biblical studies M.A. students).

¹ In a larger book like Hosea, one would group segments named into sections, sections into divisions, giving titles to each and then to the book.

WARNING: DO NOT COPY IN OR DOWNLOAD REAMS OF BIBLE TEXT INTO YOUR LESSON. USE THE VARIOUS TEXTS BUT INCLUDE IN YOUR NOTES ONLY THOSE OBSERVATIONS ABOUT THE TEXTS WHICH WARRANT ATTENTION.

2. Structure. Divide the passage into clauses and discern the structures (Semantic, Rhetorical) which bind the clauses to each other within the paragraph, upon which you will make further observations and inferences below. A simple thought-flow analysis may be the best way to do this for a strategic passage.
3. Preunderstanding. Sketch the general understandings you already have of this passage and the biases you know you bring to the passage.

B. Interpretive Analysis (detailed observation and interpretation):

Your own Inductive-Independent Research (primary and minimally interpretive sources: *biblical text*, lexicons, concordances, ancient texts/artifacts themselves)

1. **Context: immediate, segment & book.**

- a. Analyze the passage in detail, clause by clause, attending to such matters as those listed in App. IV. Attend not only to these clauses in this paragraph context but also to the relationships they have with the segment and book contexts
- b. Note reasonable interpretive "possibilities" and inferences throughout this analysis.

In this particular passage, attend especially to the characterizations of Yhwh and Jonah in the book context and the culmination of those characterizations in this passage. Take serious account of the rhetorical force of the 4:10-11 presentation in this regard.

2. Preliminary Definition of Key Terms. Definitions from biblical language lexicons or BibleWorks to establish probable field of reference of important words.
3. Word meaning. If it seems advisable, pursue key terms beyond the preliminary definition above by your own study of their use (Save consultation with other resources such as Harris's TWOT or Botterweck & Ringgren's TDOT for the consultative-secondary source research (see App. II and Bibliography VI.E). Use Hebrew language concordances or BibleWorks. Draw inferences.
4. Other relevant determinants (sources of information)?
5. Summarize your findings and major, outstanding questions.

After you have done your own, primary source analysis - interpretation

C. Consultative-Secondary Source Research (commentaries, word study volumes, encyclopedias, dictionaries, journal articles, theologies, etc.)

You may find it helpful to refine your interpretive question(s) for more focus as you enter this consultative phase of your work.

1. Other interpreters. Consult critically respected interpreters of your passage and other resources treating aspects of the passage, such as social and historical context, (Remember App I:37-41).
2. If time allows, return to the text and context for more of your own analysis and reflection, informed by your learning from the secondary sources.

Synthesis

Summarize (500 words) your understanding of the character of Yahweh and of Jonah as presented in the book and this passage. Indicate possible responses the writer seeks to these characterizations.

LESSON VI. SURVEY OF BOOKS AS WHOLES: AMOS

DUE: OCT 08 (T)

1. Apply Lesson III to this book.
2. As you are titling the paragraphs of Amos, give titles also to the paragraphs of Micah and to the book as a whole.

GROUP THREE: 35%
LESSONS VII - X

LESSON VII. INTERPRETATION, EVALUATION, APPLICATION OF STRATEGIC PASSAGE.
JOEL 2:32. DUE: OCT 15 (T)

1. Interpretation.
 - a. Apply Lesson V to this book to interpret 2:32 in its 2:28-32 and book context.
 - b. Synthesize your interpretation by listing the main theological claims this text made to its earliest canonical readers (instead of the Jonah related work in Lesson V).
2. Evaluation.
 - a. Discern how this text speaks cross-culturally, primarily by discovering its role in the canonical dialogue (Scriptural Testimony determinative). Focus on what you consider to be the main theological claim the text makes. Give particular attention to related NT texts but do not neglect important, related OT texts.
 - b. List the major theological claim this text *as evaluated* makes upon Christian readers of the present world. Include about a 75 commentary on the significance of this finding.

READING AND CATCH UP BREAK, OCT 22-26

LESSON VIII. INTERPRETATION, EVALUATION, APPLICATION OF STRATEGIC PASSAGE.
AMOS 9:11-12 DUE: OCT 29 (T)
Review Appendix I:16-41, Appendixes IV and V

1. Interpretation.
 - a. Apply Lesson V to this book to interpret 9:11-12 in its 9:7-15 context
 - b. Synthesize your interpretation by listing the main theological claims this text made to its earliest canonical readers (instead of the Jonah related work in Lesson VI).
2. Evaluation.
 - a. Discern how this text speaks cross-culturally, using primarily the evaluative determinants of Scriptural testimony/canonical dialogue, and other evaluators. Focus on what you consider to be the several main theological claim the text makes. Give particular attention to related NT texts but do not neglect important OT references.
 - b. List the major theological claims this text *as evaluated* makes upon Christian readers of the present world. Include about a 75 commentary on the significance of each of these findings.

LESSON IX. SURVEY OF BOOK AS WHOLE. ZECHARIAH DUE: NOV 05 (T)
1. Apply Lesson III to this book.
2. In the process, name also the paragraphs of Haggai and give a title to that book.

LESSON X. INTERPRETATION & EVALUATION. HABAKKUK 2.4A. DUE: NOV 12 (T)
1. Quickly sketch the general thought-flow of the book of Hab. as a whole.
2. Interpretation. Apply Lesson V to this clause in its 2:2-5 and book contexts.
3. Evaluation. Select one of your passage's major claims and evaluate it in order to determine the manner in which it speaks cross-culturally. As with your interpretive work, separate observations from your evaluative inferences (cf. App. 1:3, 34-36). Use primarily the evaluative determinants of Scriptural testimony/Canonical dialogue, and other evaluators. Give particular attention to the NT's three citations of this clause.
4. List the major theological claims this text *as evaluated* makes upon Christian readers of the present world. Include about a 75 commentary on the significance of each of these findings.

Group Four 25%
Lessons XI- XII

LESSON XII. MALACHI SURVEY.

DUE: NOV 19 (T)

READING WEEK, NOVEMBER 25-29

READING AND RESEARCH WEEK, DEC 3-7

FINAL LESSON XII. MALACHI STUDY

DUE: MONDAY, DEC 09. 9:00.

FINAL CLASS SESSION 9:00-11:00 A.M. THE 9TH.

1. Interpret Malachi 3:16-18, especially alert to ways in which the book's content and structure contribute to your understanding of these strategic verses.
2. Evaluate and apply what you judge to be a major claim of this paragraph, or at least an issue you worked on.
3. Come to the final session prepared to discuss these matters.
4. This study should indicate your skills in inductive Bible study and should represent a synthesis of previous studies in the Twelve Prophets insofar as they relate to an understanding of Malachi 3:16-18. In this process give careful consideration also to the significance of 4:4-6.

MAY 18 (F)

ALL WORK DUE

• ALL WORK, INCLUDING EXTRA CREDIT WORK (SEE III.D) DUE BY 5:00 PM., FRIDAY, DECEMBER 13.

VI. SELECT BIBLIOGRAPHY

See Section I below for extended bibliographies

A. METHODOLOGY & HERMENEUTICS (Including popular presentations^P)

Alter, Robert A. The Art of Biblical Narrative. Basic Books, 1981.

_____. The Art of Biblical Poetry. Basic Books, 1985.

**Blair, Edward P. The Bible and You. Abingdon-Cokesbury, 1953.

Brueggemann, Walter. Texts Under Negotiation: The Bible and Postmodern Imagination. Fortress, 1993.

Carson, D. A. Exegetical Fallacies. Baker, 1984.

Cotterell, Peter and Max Turner. Linguistics and Biblical Interpretation. Downers Grove: InterVarsity, 1989.

** Eberhardt, Charles R. The Bible in the Making of Ministers. Association Press, 1949.

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Goldingay, John. Models for Scripture. Grand Rapids: Eerdmans, 1994.

Hayes, John H. and Carl R. Holladay. Biblical Exegesis: A Beginner's Handbook. revised edition. John Knox, 1987.

Hays, Richard B. The Moral Vision of the New Testament. HarperSanFrancisco, 1996.

Job, John B. How to Study the Bible. IntersVarsity Press, 1973.^P

Kaiser, Otto and Werner G. Kümmel. Exegetical Method: A Student's Handbook. Trans. E. V. N. Goetchius. Seabury, 1963.

Kaiser, Walter C., Jr. Toward An Exegetical Theology. Baker, 1981.

**Kuijt, Howard T. These Words Upon Thy Heart. John Knox, 1947.

Lincoln, William C. Personal Bible Study. Bethany Fellowship, 1975.^P

Longman, Tremper III. Literary Approaches to Biblical Interpretation. vol. 3 of Foundations of Contemporary Interpretation. Grand Rapids: Zondervan, 1987.

** Miller, Donald G. The Way to Biblical Preaching. Abingdon, 1957.

Osborne, Grant. The Hermeneutical Spiral. InterVarsity, 1991.

Powell, Mark Allan. What Is Narrative Criticism? Guides to Biblical Scholarship, New Testament Series. Minneapolis: Fortress, 1990.

** Indicates a classic in the field of Inductive Bible Study.

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Traina, Robert A. "Inductive Bible Study Reexamined in the Light of Contemporary Hermeneutics," Interpreting God's Word for Today. Ed. J. E. Massey and Wayne McCown. Warner, 1982.

** _____ . Methodical Bible Study. 1952. Zondervan, 1982.

B. PROPHETIC LITERATURE

Arnold, Bill T. and Bryan E. Beyer. Readings from the Ancient Near East. Baker, forthcoming.

Blenkinsopp, Joseph. A History of Prophecy in Israel: From the Settlement in the Land to the Hellenistic Period. Revised and enlarged. Atlanta: John Knox, 1996.

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Clements, R. E. Prophecy and Covenant. Studies in Biblical Theology. London: SCM, 1965.

Davies, L. J. D. L. The Origin and Development of Early Hebrew Prophecy. Bonn: Rheinischen Friedrich Wilhelms Universität, 1959.

Donner, Herbert. Israel Unter den Volkern. Leiden: Brill, 1964.

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Heschel, Abraham. The Prophets. 2 vols. New York: Harper, 1969.

Hyatt, J. P. The Prophetic Criticism of Israelite Worship. Cincinnati: H. U. C. Press, 1963.

Interpreting the Prophetic Tradition. Introduction by H. M. Orlinsky. Cincinnati: H. U. C. Press, 1969.

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Prophecy in the Old Testament. Interpretation. January, 1978.

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C. Approaches to Prophecy

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- Kaiser, Walter C., Jr. Toward an Old Testament Theology. Zondervan, 1978. pp. 16-32, 182-185, 263-269.
- Pinnock, Clark. Biblical Revelation. Moody, 1971. pp. 208-227.
- Ramm, Bernard. Protestant Biblical Interpretation. Baker, 1970. pp. 215-275 (earlier edition, pp. 138-176).
- Zimmerli, Walter. "Promise and Fulfillment," Essays on Old Testament Hermeneutics. John Knox, 1963. pp. 97-108, 113-122.
- For prophetic literature in general, see Biblical Resources for Ministry (Bibliography G below)

D. INDIVIDUAL BOOKS

For individual books, see Biblical Resources for Ministry (Bibliography G below).

E. WORD STUDY RESOURCES

Concordances and Indexes

- † Alsop, John., ed. An Index to the Revised Bauer-Arndt-Gingrich Greek Lexicon. Zondervan, 1979. Ref PA 881 .R38 1979
- †Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrickson, 1979. [This work is keyed to Strong's concordance.]
- †Einspahr, Bruce, ed. Index to Brown, Driver, and Briggs Hebrew Lexicon. Chicago, 1976. Ref. PJ 4833 .G41 1962
- Goodrick, Edward W. and John R. Kohlenberger III (eds.). The NIV Exhaustive Concordance. Zondervan, 1990. Ref. BS425 .G62 1990
- †Kohlenberger, John R., III, and Edward Goodrick, eds. The NIV Exhaustive concordance. Zondervan, 1990. [Keyed to Strong's concordance.]
- Robinson, Maurice A., compiler. Indexes to All Editions of Brown-Driver-Briggs Hebrew Lexicon and Thayer's Greek Lexicon. Baker, 1981. Ref PJ 4833 .B681 1981
- Silva, Moisés. Biblical Words & their Meaning: An Introduction to Lexical Semantics. Academic Books, 1983.
- †Strong, James. Exhaustive Concordance of the Bible. Repr. Abingdon, 1973. Ref BS 425 .S8
- Thomas, Robert L. New American Standard Exhaustive Concordance of the Bible. Holman Bible Publishers, 1981. Ref. BS425 .N385.
- †Wigram, George V. The Englishman's Greek Concordance and Lexicon of the New Testament. Hendrickson, 1995. Keyed to Strong's, the Bauer-Arndt-Gingrich Greek Lexicon, Thayer's Greek-English Lexicon, and TDNT.
- †Wigram, George V. The Englishman's Hebrew Concordance of the Old Testament. Hendrickson, 1995. Keyed to Strong's and Brown-Driver-Briggs Lexicon.
- †Young, Robert. Analytical Concordance of the Bible. Revised edition. Reprint. Thomas Nelson, 1982. Ref. BS425 .Y7 1982.

Wordbooks and other Resources

- Allmen, J. J. von. Vocabulary of the Bible. Lutterworth, 1958. Ref BS 440 .A473
- Botterweck, G. J. and H. Ringgren, eds. Theological Dictionary of the Old Testament. vols 1-6 available. Eerdmans, 1974. Ref BS 440 .B5713
- †Brown, Colin, ed. New International Dictionary of New Testament Theology. 3 vols. Zondervan, 1975-78. Ref BS 2397 .N48. See indexes for entry to OT use.

† Particularly helpful for students without competence in biblical languages

- †The Complete Word Study Old Testament, King James Version. Chattanooga: AMG Publishers, 1994. [Keyed to Strong's Concordance]
- Girdlestone, Robert. Synonyms of the Old Testament. Reprint. Eerdmans, n.d.
- †Harris, R. Laird, ed. Theological Wordbook of the Old Testament. 2 vols. Moody, 1980. Ref BS 440 .T49. [Keyed to Strong's Concordance]
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- Kittel, Gerhard, ed. Theological Dictionary of the New Testament. 10 vols. Eerdmans, 1958. Ref PA 881 .K513. See text index, Heb and English word index for entry to OT sections.
- Trench, Richard. Synonyms of the New Testament. 1880. Reprint. Eerdmans, 1953. BS2385 .T7 1953
- †Owens, John Joseph. Analytical Key to the Old Testament. 4 vols. Baker, 1990. Ref PJ 4731 .B53 O94 1989
- Turner, Nigel. Christian Words. Attic Press, 1980. Ref PA 881 .T87 1980
- VanGemeren, Willem A., ed. New International Dictionary of Old Testament Theology and Exegesis. 5 vols. Zondervan, 1997.
- †_____. An Expository Dictionary of Old Testament Words. Revell, 1978. Ref BS 440 .V75.

F. OLD TESTAMENT and BIBLICAL THEOLOGY

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- Smith, Ralph L. Smith. Old Testament Theology: It's History, Method, and Message. Broadman & Holman, 1993.
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G. BIBLIOGRAPHIES FOR BIBLICAL AND THEOLOGICAL STUDIES

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- Bauer, David R. (ed.). Biblical Resources for Ministry. Second edition. Nappanee, IN: Evangel, 1995.
- Childs, Brevard S. Old Testament Books for Pastor and Teacher. Westminster, 1977.
- Moo, Douglas, ed. An Annotated Bibliography on the Bible and the Church. Compiled for the Alumni Association of Trinity Evangelical Divinity School, 1986.

VII. TENTATIVE SCHEDULE FOR SEMESTER

OT(IBS)615 MINOR PROPHETS
 FALL 2002: TENTATIVE SCHEDULE
 T & R 1:00 - 2:15 PM., Room M302

Group I: 10% LESSONS I - II		
SEPT		
Week 1	03	
	05	I. Syllabus and BSTW reading
Week 2	10	
	12	II. History chart and BSTW critique
Group II: 30% LESSONS III - VI		
Week 3	17	III. JONAH SURVEY (cf. Nahum & Zeph)
	19	
Week 4	24	IV. JOEL SURVEY
	26	
OCT		
Week 5	01	V. JONAH 4:10-11 INTERP
	03	
Week 6	08	VI. AMOS SURVEY (cf. Micah)
	10	
Group III: 35% LESSONS VII - X		
Week 7	15	VII. JOEL 2: 32 INTERP.
	17	
Week 8	22	Reading 7 Catch-up break Kingdom Conference October 22-25
	24	
Week 9	29	VIII. AMOS 9.12 IE&A
	31	
NOV		
Week 10	05	IX. ZECHARIAH SURVEY
	07	
Week 11	12	X. HAB 2:4 IE&A (brief Hab surv)
	14	
Group IV: 25% LESSONS XI - XII		
Week 12	19	XI. MALACHI SURVEY
	21	
		FALL READING WEEK NOV 25-29 (THANKSGIVING 28TH)
DEC		
Week 13	03	Reading and research break
	05	
Week 14	09	XII. MALACHI 3:16-18 IE&A
	M	Final integrative lesson & class session, 9-11AM
	13	All work for semester due by 5:00 p.m. when semester ends.