

## BSD03 THE TWELVE PROPHETS (DIPBT)

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<b>Qualifications to teach</b>	A first degree in theology with honours, or equivalent
<b>Status</b>	Elective
<b>Co/pre-requisites</b>	None

WORKLOAD	TOTAL
Credit points	4
Duration	2 Terms
Weekly lecture content. The 13 lectures take about 6 hours to read slowly. Time is allowed for two readings, including activities along the way and some foundational knowledge quiz questions.	15
Reading and answering foundational knowledge quiz questions: 6 hours Mapping exercise: 2 hours	8
Biblical exposition activities 4 hours to prepare and write each contribution; 2 hours to read and assess others' work.	18
Thematic Assignment development activities	9
Thematic Assignment: extra reading, preparation, and writing	26
Set Reading	20
<b>Total commitment hours</b>	<b>96</b>

### GENERAL AIM:

The unit introduces the student to the Twelve Prophets of the Old Testament (Hosea to Malachi), as individual books and as a coherent collection. It helps the student to read the Old Testament prophets aware of their historical, literary and theological nature, and to understand both their meaning for original readers, and their significance as Christian Scripture. Students will develop their competence as careful readers of the text, and be able to show how these ancient texts uniquely reveal and adorn the character of God.

## LEARNING OUTCOMES

At the end of this unit, students should be able to:		Graduate Attributes
1.	Describe the context, structure and message of each book of the Twelve Prophets	GA
2.	Explain the literary and theological connections between the Twelve Prophets	GA
3.	Show how literary features of prophetic poetry add to the impact of the message	GA
4.	Evaluate sermons on the Twelve Prophets	GA
5.	Discuss a major theme in a selected book, and illustrate its distinctive features from the text	GA

## CONTENT

1.	The historical and canonical context and coherence of the Twelve Prophets
2.	A concise exposition and theological analysis of each individual book
3.	The theology of the Twelve and their relationship with the rest of the Bible

## TEACHING AND LEARNING METHODS

Weekly lecture content  
Exegetical activities  
Set readings  
Thematic Essay development activities  
Foundational knowledge quizzes  
Peer assessments in workshops

## ASSESSMENT METHODS

### Foundational knowledge quizzes

Correctly answer 16 map questions and 84 multiple choice questions on lecture material, spread over the unit.

**Weighting: 20%**

LO 1,  
2

### Three biblical exposition activities, 500 words each

Tutor and peer assessment

**Weighting: 30%**

LO 3,  
4

### Thematic assignment, 2000 words

Two development activities, 500 words in total – 10%

*Aim: the first activity helps you take what you have been reading and begin to organise it around your chosen essay question. The second activity helps you to produce an outline of your essay.*

Essay, 1500 words – 40%

**Weighting: 50%**

LO 5

**Note for students:** Please refer to the Student Handbook §4 for College Requirements on assessments, including presentation, correct referencing of sources, word limits and late submission.

## PROGRESSION

### Successful completion of this unit requires:

1. An overall result of 50% or more
2. A pass (50% or more) in the thematic assignment, final paper.
3. A score of 100% for the foundational knowledge quizzes (unlimited attempts before the due dates)

**SET READING**

Reading to assist the student to achieve the unit learning outcomes

**NOTE: the entire biblical text should be carefully read. The second number in the pages column, e.g. +9, +4, etc., may be multiplied by 4 to arrive at the time allowed for carefully reading the biblical text.**

Lecture	Author(s)	Title and Publisher	pages
<b>1</b>	—	<i>There is no set reading for the first lecture; instead, do the set mapping exercises.</i>	
<b>2</b> canonical context	Yates, Gary E.  Scaiola, Donatella.	'The Problem of Repentance and Relapse as a Unifying Theme in the Book of the Twelve.' <i>Themelios</i> 41 (2016): 248-62.  'The Twelve, One or Many Books? A Theological Proposal.' Pages 180-93 in <i>The Book of the Twelve: One Book or Many? Metz Conference Proceedings 5-7 November 2015</i> , Elena di Pede and Donatella Scaiola eds. FAT 2nd series 91. Tübingen: Mohr Siebeck, 2016.	14  13
<b>3</b> Hosea	Patterson, Richard D.	<b>READ THIS FOR THE FIRST EXEGETICAL WORKSHOP:</b> 'Portraits from a Prophet's Portfolio: Hosea 4.' <i>Bibliotheca Sacra</i> 165 (2008): 294-308.	14 +9
<b>4</b> Joel	Nogalski, James D.	<i>Here is another reading that will be useful for your essay. It starts with a theme that emerges from Joel in particular, and goes from there to raise two more themes that carry through the Twelve Prophets. Once again, make sure you take notes for week 9.</i>  'Recurring Themes in the Book of the Twelve: Creating Points of Contact for a Theological Reading.' Pages 181-94 in <i>The Book of the Twelve and Beyond: Collected Essays of James D. Nogalski</i> . AIL 29. Atlanta: SBL, 2017.	13 +4
<b>5</b> Amos	Noble, Paul R.	<b>READ THIS FOR THE SECOND EXEGETICAL WORKSHOP:</b> 'The Literary Structure of Amos: A Thematic Analysis.' <i>Journal of Biblical Literature</i> 114 (1995): 209-26.	17 +7
<b>6</b> Obadiah, Jonah	Timmer, Daniel C.	<i>This reading will give you some material on major themes in the Twelve Prophets for your first development activity. But more significantly it explores what Christian application of these themes, and Jonah in particular, might look like.</i>  <i>A Gracious and Compassionate God: Mission, Salvation and Spirituality in the Book of Jonah</i> . NSBT 26. Nottingham: Apollos, 2011, pages 135-154.	20 +3
<b>7</b> Micah	Achtemeier, Elizabeth	<b>READ THIS FOR THE THIRD EXEGETICAL WORKSHOP:</b> <i>Preaching from the Minor Prophets: Texts and Sermon Suggestions</i> . Grand Rapids: Eerdmans, 1998. Pages 64-78.	14 +5
<b>8</b> Nahum, Habakkuk, Zephaniah	Robertson, O. Palmer	<i>This reading does three important things: (1) it revises the historical context of the fall of Judah from lecture 1; (2) it shows how some major themes in the Twelve are expressed in these three books; (3) and it touches on the literary artistry of each book.</i>  <i>The Books of Nahum, Habakkuk, and Zephaniah</i> . NICOT. Grand Rapids: Eerdmans, 1990. Pages 1-29.	29 +7
<b>9</b> Haggai, Zech 1-8	Duguid, Iain.	<b>YOUR FIRST DEVELOPMENT ACTIVITY IS DUE THIS WEEK. This article and the next one explore a new and important theme, that of the Messiah. Once again, they could be very helpful for your contribution to the essay reading workshop.</b>  'Messianic Themes in Zechariah 9-14'. Pages 265-80 in <i>The Lord's Anointed. Interpretation of Old Testament Messianic Texts</i> . Edited by Philip E.	15 +7


		Satterthwaite, Richard S. Hess and Gordon J. Wenham. Carlisle: Paternoster / Grand Rapids: Baker, 1995.	
<b>10</b> <i>Zech 9–14</i>	Petterson , Anthony R.	'The Shape of Davidic Hope across the Book of the Twelve.' <i>JSOT</i> 35 (2010): 225-46.	21 +5
<b>11</b> <i>Malachi</i>	Clendene n, E. Ray.  Watts, John D. W.	<b>YOUR SECOND DEVELOPMENT ACTIVITY, ON ESSAY STRUCTURE, IS DUE THIS WEEK. <i>The two short articles that are set for lecture 11 will contribute in different ways to the quality of your essay. Clendenen will help you consider the way a non-poetic text can generate emotional impact, and Watts will suggest a way of framing all Twelve Prophets within a single theological story.</i></b>  'A Passionate Prophet: Reading Emotions in the Book of Malachi', <i>Bulletin for Biblical Research</i> 23 (2013), 207-21.  'A Frame for the Book of the Twelve: Hosea 1–3 and Malachi.' Conference paper for The Formation of the Book of the Twelve Seminar, SBL 1997. <a href="https://www.uni-due.de/~gev020/twelve/watts-frame.html">https://www.uni-due.de/~gev020/twelve/watts-frame.html</a> .	14 +3  9
<b>12</b> <i>the 12 in the Bible</i>	Watson, Francis.	<b><i>This reading is challenging but worth the effort. It gives a masterful account of the logic of the sequence of the Twelve; some insights into the theme of judgment and hope; and a profound examination of the verse in Habakkuk that Paul quotes in Rom 1:17: 'the righteous by faith shall live.'</i></b> You might even see Romans with new eyes.  <i>Paul and the Hermeneutics of Faith</i> . 2nd edn. London: T&T Clark, 2016, pp. 119-150.	31
<b>13</b> <i>theology of the 12</i>	House, Paul R.	<b><i>Here is the perfect reading to conclude this unit. It goes back to the start, and tells the story of the Twelve Prophets as a story about the character of God. It is clear, simple, and heart-warming, and a great way to consolidate what you have learned.</i></b>  'The Character of God in the Book of the Twelve.' Pages 125-45 in <i>Reading and Hearing the Book of the Twelve</i> , edited by James D. Nogalski & M. A. Sweeney. SBL Symposium Series 15. Atlanta: SBL, 2000.	20
<b>Total set reading</b>			<b>294 pages</b>

## REFERENCE BIBLIOGRAPHY

Describes the scope of the unit, not required reading

Author(s)	Title and Publisher
	<b>Commentaries (in canonical order)</b>
D. A. Carson et al., eds.	<i>New Bible Commentary: 21st Century Edition</i> . Leicester: Inter-Varsity Press, 1994.
Dumbrell, William J.	<i>The Faith of Israel: Its Expression in the Books of the Old Testament</i> . Leicester: Apollos, 1989.
McComiskey, T. E., ed.	<i>The Minor Prophets: An Exegetical and Expository Commentary</i> . Grand Rapids: Baker Academic, 2009.
Nogalski, James D.	<i>The Book of the Twelve: Hosea-Jonah</i> . Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2011.
Stuart, Douglas K.	<i>Hosea-Jonah</i> . WBC 31. Dallas: Word, 2002.
Garrett, Duane A.	<i>Hosea, Joel</i> . NAC 19A. Nashville, TN: Broadman & Holman, 1997.
Smith, Billy K. and Frank S. Page.	<i>Amos, Obadiah, Jonah</i> . NAC 19B. Nashville, TN: Broadman & Holman, 1995.
Baker, David W.	<i>Joel, Obadiah, Malachi</i> . NIVAC. Grand Rapids: Zondervan, 2006.
Baker, David W., T. Desmond Alexander and Bruce K. Waltke	<i>Obadiah, Jonah, Micah: An Introduction and Commentary</i> . TOTC. Leicester, IVP: 1988.
Prior, David.	<i>The Message of Joel, Micah, and Habakkuk: Listening to the Voice of God</i> . The Bible Speaks Today. Leicester: Inter-Varsity Press, 1998
Baker, David W.	<i>Nahum, Habakkuk and Zephaniah</i> . TOTC. Leicester: IVP, 1988.
Robertson, O. Palmer	<i>The Books of Nahum, Habakkuk, and Zephaniah</i> . NICOT. Grand Rapids: Eerdmans, 1990.
Hill, Andrew E.	<i>Haggai, Zechariah and Malachi</i> , TOTC. Downers Grove: InterVarsity Press, 2012.
Petterson, Anthony R.	<i>Haggai, Zechariah and Malachi</i> . AOTC. Nottingham: Apollos, 2015.
Stead, Michael R.	<i>Zechariah: The Lord Returns</i> . Reading the Bible Today Series. Sydney: Aquila, 2015.
Webb, Barry G.	<i>The Message of Zechariah: Your Kingdom Come</i> . BST. Leicester: Inter-Varsity, 2003.
	<b>Edited volumes of essays</b>
Albertz, Rainer, James D. Nogalski and Jacob Wöhrle, eds.	<i>Perspectives on the Formation of the Book of the Twelve</i> . BZAW 433. Berlin: De Gruyter, 2012.
Ben Zvi, Ehud, James D. Nogalski and Thomas Römer, eds.	<i>Two Sides of a Coin: Juxtaposing Views on Interpreting the Book of the Twelve / the Twelve Prophetic Books</i> . Analecta gorgiana 201. Piscataway, NJ: Gorgias, 2009.
Di Pede, Elena and Donatella Scaiola, eds.	<i>The Book of the Twelve: One Book or Many? Metz Conference Proceedings 5–7 November 2015</i> . FAT 2nd series 91. Tübingen: Mohr Siebeck, 2016.
Moyise, Steve and M. J. J. Menken, eds.	<i>The Minor Prophets in the New Testament</i> Library of New Testament Studies 377. London: T&T Clark, 2009.
Nogalski, James D. & M. A. Sweeney, eds.	<i>Reading and Hearing the Book of the Twelve</i> . SBL Symposium Series 15. Atlanta: SBL, 2000.

Nogalski, James D.	<i>Reading and Hearing the Book of the Twelve</i> . SBL Symposium Series 15. Atlanta: SBL, 2000.
Redditt, Paul L. and Aaron Schart, eds.	<i>Thematic Threads in the Book of the Twelve</i> . BZAW 325. Berlin: De Gruyter, 2003.
Watts, J. W. and P. R. House, eds.	<i>Forming Prophetic Literature: Essays on Isaiah and the Twelve in Honor of John D. W. Watts</i> . JSOTSup 235. Sheffield: Sheffield Academic Press, 1996.
	<b>Other works</b>
Anderson, Joel E.	'YHWH's Surprising Covenant <i>Hesed</i> in Jonah.' <i>Biblical Theology Bulletin</i> 42 (2010): 3-11. <a href="#">🔗 Digitised</a> .
Barker, J. D.	'Day of the Lord.' Pages 132-43 in <i>Dictionary of the Old Testament: Prophets</i> . Edited by Mark J. Boda and Gordon J. McConville. Downers Grove: IVP, 2012. <a href="#">🔗 Digitised</a> .
Barton, John.	'The Canonical Meaning of the Book of the Twelve.' Pages 59-73 in <i>After the Exile: Essays in Honour of Rex Mason</i> , edited by D. Reimer and J. Barton. Macon, GA: Mercer University Press, 1996. <a href="#">🔗 Digitised</a> .
Ben Zvi, Ehud.	'Twelve Prophetic Books or "The Twelve"? A Few Preliminary Considerations.' Pages 125-56 in <i>Forming Prophetic Literature: Essays on Isaiah and the Twelve in Honor of John D. W. Watts</i> , edited by J. W. Watts and P. R. House. JSOTSup 235. Sheffield: Sheffield Academic Press, 1996. <a href="#">🔗 Digitised</a> .
Boda, Mark J.	'Figuring the Future: The Prophets and Messiah.' Pages 35-74 in <i>The Messiah in the Old and New Testaments</i> , edited by Stanley E. Porter. Grand Rapids: Eerdmans, 2007.
Currid, John, and David Barrett.	<i>ESV Bible Atlas</i> . Wheaton: Crossway, 2010.
Dozeman, Thomas B.	'Inner-Biblical Interpretation of Yahweh's Gracious and Compassionate Character.' <i>Journal of Biblical Literature</i> 108/2 (1989): 207-223. <a href="#">🔗 Digitised</a> .
Goswell, Greg	'The Eschatology of Malachi after Zechariah 14.' <i>Journal of Biblical Literature</i> 132/3 (2013): 625-38. <a href="#">🔗 Digitised</a> .
House, Paul R.	<i>The Unity of the Twelve</i> . JSOTSup 97. Sheffield: Almond, 1990.
House, Paul R.	'Endings as New Beginnings: Returning to the Lord, the Day of the Lord, and Renewal in the Book of the Twelve.' Pages 313-38 in <i>Thematic Threads in the Book of the Twelve</i> , edited by Paul L. Redditt and Aaron Schart. BZAW 325. Berlin: De Gruyter, 2003. <a href="#">🔗 Digitised</a> .
Petterson, Anthony R.	'The Eschatology of Zechariah's Night Visions'. Pages 119-34 in <i>'I Lifted My Eyes and Saw': Reading Dream and Vision Reports in the Hebrew Bible</i> . Edited by Elizabeth R. Hayes and Lena-Sofia Tiemeyer. Library of Hebrew Bible/Old Testament Studies 584. London: Bloomsbury T&T Clark, 2014. <a href="#">🔗 Digitised</a> .
Reddit, Paul L.	<i>Introduction to the Prophets</i> . Grand Rapids: Eerdmans, 2008. Pages 284-313.
Redditt, Paul L.	'The King in Haggai-Zechariah 1-8 and the Book of the Twelve'. Pages 56-82 in <i>Tradition in Transition: Haggai and Zechariah 1-8 in the Trajectory of Hebrew Theology</i> , edited by M. J. Boda and M. H. Floyd. New York: T&T Clark, 2008. <a href="#">🔗 Digitised</a> .
Rose, Wolter H.	'Messianic Expectations in the Early Postexilic Period'. Pages 168-84 in <i>Yahwism after the Exile: Perspectives on Israelite Religion in the Persian Era: Papers Read at the First Meeting of the European Association of Biblical Studies, Utrecht, 6-9 August, 2000</i> . Edited by Rainer Albertz and Bob Becking. Studies in Theology and Religion 5. Assen: Van Gorcum, 2003. <a href="#">🔗 Digitised</a> .
Carson, D. A. and G. K. Beale, eds.	<i>Commentary on the New Testament Use of the Old Testament</i> . Grand Rapids: Baker Academic, 2007.

Shepherd, Michael B.	<i>The Twelve Prophets in the New Testament</i> . SBL 140. New York: Peter Lang, 2011.
Timmer, Daniel C.	<i>Non-Israelite Nations in the Book of the Twelve: Thematic Coherence and the Diachronic-Synchronic Relationship in the Minor Prophets</i> . Biblical Interpretation Series 135. Leiden: Brill, 2015.  <b>Pages 221-239 digitised.</b>



**Foundational knowledge quizzes**

A short quiz on each lecture, consisting of 7 to 10 questions. You must get 7 questions right in each quiz from lecture 2 onwards. Instead of a quiz for lecture 1 there will be a mapping exercise, in which you need to answer sixteen questions correctly. These assessments may be retaken as often as you like.

**Three biblical exposition activities, 500 words each**

- 1) In the first week of each task, you will be asked to submit a response to stimulus questions.
- 2) In the second week, you will then be asked to assess the submissions of 3 other students in the unit as assigned to you.

Each week will run from Monday to the following Sunday. The first week will be for submission and the second for assessment.

Students who don't submit on time, will miss out on 70% of the mark and will not be able to receive feedback from others. Students who don't assess others' submissions on time, will miss out on 30% of the mark.

**1. Hosea: First Exegetical workshop: literary artistry**

Read Patterson, and note the way he explores the literary artistry of Hosea 4. Now it's your turn. Choose one of the three sections from the second cycle of judgment and hope (11:12–14:9) and choose some of its imagery, metaphors and themes to discuss. Your answer should be between 450 and 500 words long.

Note: Please consider the text in its original context.

1. What message do each these literary features communicate?
2. To what extent do the images, metaphors etc. add to the impact of the message?
3. Explain the message of the unit as a whole.
4. How should this message affect a receptive listener or reader?

**2. Amos: Second Exegetical workshop: structure**

Read Noble, and take careful note of two things: first, the way he tries to take into account BOTH 'structural' features such as repeated words and phrases, AND 'literary' features such as themes and images; and secondly, his willingness to delete or relocate bits of Amos in order to make it as neat as his (Noble's) own structure. This does not seem very respectful of the book's original author; more probably Amos was not as interested in neat structures as readers are these days! Remember – against Noble – that structure maps the text as it is, to help us better understand it. It does not determine what the text should be.

Now it's your turn. Write 360 to 400 words on the structure of Amos 5:18–6:14. Instead of providing a simple summary of the text, you will need to propose a structure (give verse divisions) and then justify that structure with specific textual observations. Learn from Noble and pay close attention to such features as: repeated words, images and ideas that bind verses together; changes – e.g., of speaker, subject-matter, literary form – that create breaks in the text. Then, briefly reflect on problems with your structure. Finally, in 80 to 100 words, summarise the argument or story of this section.

**3. Micah: Third Exegetical workshop: preaching**

Read Achtemeier's mini-sermons on Micah. Choose one of the "sermon-possibilities" and evaluate it. Your evaluation should be between 450 and 500 words long.

1. What is the message of the Micah passage in its context?
2. How well did Achtemeier's sermonette do justice to Micah's message?
3. What steps did Achtemeier take in moving from what the text meant to its original readers, to what it means for Christian readers today?
4. With a biblical-theological understanding of Jesus as the fulfilment of the Old Testament, how would you modify the message of the sermon (if at all)?

**Thematic Assignment: 500 words of development activities and a 1,500-word essay**

Choose one of the themes that has emerged from your set reading, and discuss the way it is presented across the Twelve Prophets. You don't need to cover all twelve books; rather, choose some key texts where the theme is developed, and use them to illustrate its distinctive features. Don't just summarise articles that you have read. Go

back to the texts you have identified as important for your theme, and study them with the help of a commentary. As you explain their meaning, make sure you consider their structure, their logical flow and their literary artistry.

You might wish to choose one of the following themes, or pick a different one of your own: repentance and return; the Day of the Lord; sin and judgment; Israel and the nations; the Messiah; the compassion of God (Exod 34:6-7); divine and human justice.

*(1) Two development activities, 500 words in total*

*Essay Reading workshop*

The aim of this assessment is to help you explore an issue, gather the results of your reading, and prepare your response to your chosen thematic essay theme.

*Essay Structure workshop*

This exercise helps you form an outline for your essay. You will submit a draft of your outline by responding to a few prompts in no more than 250 words.

*(2) Essay, 1,500 words*