

CHAMINADE M.A. in THEOLOGY ***PROPHETS AND WRITINGS***

(Jan, Feb, and March)
2023

Objectives on Prophets Section (Jan, Feb):

- (1) To be able to identify major themes of each of the featured Prophetic books
- (2) To discern essential differences in themes and emphases of different prophets
- (3) To understand the difficulty of a simple definition of “prophet”
- (4) To appreciate why the Prophets are a major source in the Bible for thinking about religious values of “social justice” in the modern world.
- (5) To appreciate the idea of the Exile as the “watershed event” of Biblical history (!)
- (6) To be able to summarize the characteristics of Amos, and how those characteristics differ significantly from Hosea.
- (7) To illustrate 3 different controversial issues related to Amos
- (8) To illustrate the innovations of Israelite theology introduced by Hosea and why they relate to modern issues of “social justice”.
- (9) To understand the complexity of the definition of “prophet” in the Hebrew Bible/Old Testament
- (10) To understand the unique witness of Jeremiah and Ezekiel as reflecting the trauma of Exile
- (11) To understand the unique issues raised by “The Last Prophets”

COURSE REQUIREMENTS:

- (1) Keep up with readings**
- (2) Attend Class sessions**
- (3) Complete three quizzes**
- (4) Complete a final research paper analyzing a passage selected from the Prophets.**

Texts:

(1) Bible - New Revised Standard Version, or New American Bible REVISED.

King James Version, New American Bible (that is, not the "Revised" NAB), or paraphrase Bibles ("Good News", Philips, etc.), are NOT acceptable in this course. You may use an online Bible – but you MUST have access to the New Revised Standard Version OR the New American Bible REVISED. Third choice: New International Bible. I won't accept any others.

(2) Collins, John J., Introduction to the Hebrew Bible, THIRD Edition (2018, Fortress Press): AVAILABLE DIGITALLY ONLINE through CHAMINADE LIBRARY:

<https://login.ezproxy.chaminade.edu/login?url=https://www.jstor.org/stable/j.ctt1w6tbx5>

Expectations and Grades:

I grade on a point system. There will be 3 10-point quizzes, spaced throughout the semester, covering BOTH reading and lecture material. All quizzes are worth 10 points each and are short-answer type questions. The last test is NOT a "final", but covers only the material since the previous quiz, and includes some questions on "Biblical Theology".

Quizzes = 30 points

PAPER = 70 points

The accumulative points per grade are as follows:

92+ = A

90-91 = A –

88-89 = B+

82-87 = B

80-81 = B-

78-79 = C +

72 – 77 = C

70 – 71 = C –

60 – 70 = D

Below 60...don't find out...

The Paper:

Students have the option to write their paper in two drafts. Submit a draft of at least 8 typed early enough for me to look it over and get it back to. The drafts are NOT graded. Only your FINAL SUBMISSION is graded. Drafts are for YOUR benefit. If you want, you can submit a COMPLETE paper as a “draft” to get a chance to re-write it.

For final submission, a "Complete Paper" means that the paper includes citations and bibliography. You may choose between Footnotes, Endnotes, or (my preference) parenthetical notes [that look like this: (Smith, 34)]. This is normally called “MLA”, but Chicago has a VERSION of this style as well, **and I prefer it.**

I STRONGLY RECOMMEND CHICAGO STYLE FOR YOUR CITATION METHOD:

https://www.chicagomanualofstyle.org/tools_citationguide.html

REMEMBER – A PARENTHETICAL NOTE ALWAYS INCLUDES AUTHOR AND PAGE NUMBER(S).

The final version of the paper is to be 10-12 pages in length (not counting bibliography or title page, although I prefer you don't use a title page), double spaced, 12 pt font, with normal margin spacing, on a passage of the Bible that you have found particularly interesting. If your paper goes LONGER (in other words, you really get into this stuff) then hold it under 20, please!

YOU WILL LOOSE POINTS FOR PAPERS THAT ARE NOT MINIMUM 10 PAGES

You may choose any passage you wish from the books we are focusing on.

E-Mail (PLEASE send papers via E-Mail): dchristopher@lmu.edu. I will try to respond to all email communications within 24-36 hours.

I HAVE A VIDEO ABOUT WRITING YOUR PAPER (which is INTENDED to be viewed mid-way through the course, but if you are worried, view it now!):

<https://echo360.org/media/6709f56b-9848-4417-b291-5f6b1b903ed3/public>

NOTE: ALTHOUGH I STRIVE FOR ACCURACY ON THIS SCHEDULE - THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES IN THIS SCHEDULE AND THIS SYLLABUS AT ANY TIME, ADVISING STUDENTS IN CLASS OF ANY CHANGES. STUDENTS ARE RESPONSIBLE TO ATTEND CLASS, VIEW REQUIRED VIDEO MEDIA, AND THUS HEAR OF ANY CHANGES THAT MAY BE NECESSARY IN THE SCHEDULE OR IN THIS SYLLABUS.

January, 2023

READING:

Bible: Amos, Hosea, Isaiah 1-10; Micah

Collins OT Text:

- **PROPHECY:** Introduction (pp. 307-312)
- CHAPTER 15 Amos and Hosea (pp. 313-334)
- CHAPTER 16 (but only focus on Isaiah and Micah) (pp. 335-360)
- CHAPTER 14 1 Kings 12—2 Kings 25: TALES OF PROPHETS AND THE END OF THE KINGDOMS OF ISRAEL AND JUDAH (pp. 281-304)

LECTURES:

What is a Prophet? Six Perspectives – and one WRONG perspective!

Prophets of the 8th Century Assyrian Crisis/Era:

- Amos
- Hosea
- Isaiah
- Micah

February, 2023

READING: BIBLE: 2 Kings 20-25; Ezekiel and Jeremiah (read 30 chapters of each minimum); Isaiah 40-55; Daniel 7-12

Collins Textbook:

CHAPTER 17 The Babylonian Era: HABAKKUK, JEREMIAH, AND LAMENTATIONS (pp. 361-382) (SKIP THE SECTION ON LAMENTATIONS UNTIL TWELFTH WEEK!)

CHAPTER 18 The Exilic Period: EZEKIEL AND OBADIAH (pp. 383-404)

- The Exile as Context
- Jeremiah
- Ezekiel
- Second (“Deutero”) Isaiah
- Jonah – the “Two Roads”
- Apocalyptic

MARCH 2023: SAMPLING “THE WRITINGS”, and THINKING ABOUT BIBLICAL THEOLOGY

(1) THE EXILE AND DIASPORA STORIES

BIBLE: 2 Kings 20-25 (review); **Daniel 1-6; Esther; Tobit; Gen. 39-50 (review)**; Proverbs (1-15), Ecclesiastes, Wisdom of Solomon; **Read 30 Psalms, your choice, but include the first 5, and the last 10.**

COLLINS:

CHAPTER 26 The Hebrew Short Story: RUTH, ESTHER, TOBIT, JUDITH (pp. 561-578)

CHAPTER 27 Daniel (pp. 579-606 – but skip 1-2 Maccabees)

CHAPTER 24 Proverbs (pp. 521-538)

CHAPTER 25 Job and Qoheleth (pp. 539-560)

CHAPTER 29 From Tradition to Canon (pp. 627-633)

CHAPTER 23 The Psalms and Song of Songs (pp. 495-520)

(2) Wisdom

(3) Psalms and Hebrew Poetry

(4) Thinking about “Biblical Theology of the Old Testament”

Objectives: WISDOM, Poetry, and “Biblical Theology”

- (1) To appreciate how “Wisdom Literature” may represent an “alternative spirituality” of the Bible
- (2) To understand Feminist-oriented academic interest in Wisdom Literature
- (3) To understand Apocalyptic as a religious movement of it’s time – and possible reasons why.
- (4) To understand the basic principles of Hebrew Poetry
- (5) To appreciate the most recent ideas about Psalms as Poetry of Israelite History!
- (6) To know what the “Five Books of Psalms” means
- (7) To understand a few historical approaches to trying to do “Old Testament Theology”
- (8) To appreciate the two different general meanings of “Old Testament Theology” (“history” and “present”)
- (9) To appreciate the possibilities and challenges of doing Old Testament Theology.

ONLINE AT-HOME VIEWING

THE “LAST PROPHETS”?: Haggai, Zechariah, Malachi

Intro to “The Last Prophets:

<https://echo360.org/media/0acbdc9-5336-4828-971a-4b01615dd991/public>

Haggai:

<https://echo360.org/media/9c3eed8d-cc6c-4f31-83f7-afcca6e83085/public>

Zechariah ONE (Chs. 1-8):

<https://echo360.org/media/b4392e51-e638-4ab8-af56-6ed1a525d9ce/public>

Zechariah TWO (Chs. 9-14):

<https://echo360.org/media/e1ff8d76-f83b-41ba-b6f4-b7ba9ed300d1/public>

Malachi:

<https://echo360.org/media/1c94f5d5-4e1f-4b93-aaa3-7687175b89ba/public>

ONLINE SPECIAL:

A “Film Noir” Reading of Proverbs 7-8

(just for fun, esp. for you 1940s film buffs; but you need to read Prov. 7 and 8 to “get the joke”). I made this when I just bought my video editing program (when the Pandemic started). This was a little experiment, so it was “practice”, and my wife joined in – but many students have said they enjoy it:

<https://echo360.org/media/a9be787d-e6e7-46a9-ba69-40564cd279d4/public>

THE BIBLE AND THE BLUES!



This is me, introducing “Howling Mad” Perry in Mississippi, during an entire LMU Summer course dedicated to “The Bible and the Blues”.

Bible: The Book of Lamentations

Collins: CHAPTER 17 The Babylonian Era: LAMENTATIONS (pp. 361-382)

Objectives:

- (1) To learn about the history of “The Blues”
- (2) To understand why comparing “The Blues” to “Lamentations” is a very interesting experiment in learning about Biblical History and literature.

Bible & Blues – 1

<https://echo360.org/media/8528bb53-b1fe-498d-b062-2a1fde7120a9/public>

Bible & Blues – 2

<https://echo360.org/media/9e4de548-f237-40a4-a5c0-d4861e146a64/public>

Bible & Blues – 3

<https://echo360.org/media/aaf2a827-31f6-4688-bf30-747254e17eaa/public>

Bible & Blues – 4

<https://echo360.org/media/fa846a0f-cbc5-43a1-a9b9-cf8ceed66446/public>

Bible & Blues – 5

<https://echo360.org/media/ce93e61c-4334-481a-97e4-e6e7c7597fcf/public>

Bible & Blues – 6

<https://echo360.org/media/efc3cb17-5eb1-413e-ae3-653f211b7130/public>

AFTER THE BLUES - 7:

<https://echo360.org/media/859a2951-7021-417c-962b-12b6631a4e3a/public>

THE FINAL PAPER:

SUGGESTIONS ON PREPARING YOUR RESEARCH PAPER – I WILL SEND YOU SAMPLE PAPERS FROM PREVIOUS STUDENTS WHO DID VERY WELL ON THIS ASSIGNMENT!!

THERE IS A VIDEO ON DOING YOUR PAPER (but it goes over the same stuff as here in the syllabus):

<https://echo360.org/media/6709f56b-9848-4417-b291-5f6b1b903ed3/public>

Please follow these guidelines for your paper.

- (1) Select your passage. Your passage must not exceed 3 verses! It is better to do only 2 (unless they are short). They must be contiguous (e.g. 1-3, not 1, 3, & 5!)
- (2) Read the passage over a number of times on different days, briefly taking notes on any questions that you have during your reading.
- (3) Part ONE OF YOUR PAPER IS A SHORT INTRODUCTION (one very short paragraph at the most - two sentences is better) which introduces what you are going to do, perhaps why this is an interesting passage, or a particular point about the passage that you intend to analyze. After the introduction, copy the ENTIRE PASSAGE into the paper (single space). Please do NOT write a diary, or tell me "Why this passage means alot to me" etc. etc. This is not a sermon nor a "reflection paper" nor a "personal statement" about the Bible. This is a formal research paper.
- (4) Part TWO, after the passage itself, is a series of WORD/PHRASE STUDIES:

After reading your passage over a number of times, select any words (or PHRASES) that need further study, or words that seem to you to be especially important for this passage. A good number would be 3-4 words or phrases at most, or perhaps 2 words and 1 phrase, etc.

Think about this, please! Don't work on a word like "God" or "walk" or "water" as a key term...that's too obvious and will not be an interesting study. I won't accept it, anyway. Use PHRASES if you can, e.g. "Kingdom of God" (which in the New Testament would be very interesting indeed! BUT STAY OUT OF THE NEW TESTAMENT FOR THIS PAPER!!). "Angel of the Lord", etc. Use ONLY verses in your list that contain the precise same phrase.

Word/Phrase analysis should go in two general steps:

(a) Find a GOOD NRSV Concordance program to use (or purchase a book-form one – they are not expensive, but be sure you have the version for the NRSV Bible!). Bible Gateway, online, isn't too bad (**but make SURE you have it set to NRSV**). The concordance lists all the words of the Bible in alphabetical order, and tells you where these words are found throughout the Bible. Look up your word. Check to make certain that your passage is itself listed under the word, to be sure that you have identified the right term in that concordance. If not, then look up your passage in another English translation, and check to see if it uses a different English word. Then try THAT word, etc., until you find it. Remember, the original language you are working with is not ENGLISH, but HEBREW - you are working on a Translation!! Take note of the uses of this word in other passages (about 7-8 other uses.)

-If your word appears literally DOZENS AND DOZENS of times, make a note of that, and then try to select 7-8 sample verses that illustrate the use of your word.

-If your word appears in many different ways, suggesting different meanings, then try to illustrate the DIFFERENT ways that the word CAN be used. Then, you will have to decide WHICH of these various ways the word can be used comes closest to the way the word is used in YOUR passage!

-Take note of any interesting details, such as whether your word appears only in certain kinds of books (i.e., only in Prophets, or mostly in Psalms, etc.)

-Take note if your word appears only in very LATE passages (all "P", for example, or all in Chronicles and Ezra-Nehemiah, for example).

(b) Once you have identified 7-8 representative occasions where your word or phrase is found, then look each of them up. You should copy enough of this verse into your paper so that it is clear how the word is used. This may mean the entire verse, sometimes not. Make a list of all 7-8 verses that you have cited, single spaced, in your paper.

(c) You should come to some minor conclusions about the meaning of terms in your passage, after each word study: "On the basis of the passages that I have cited, it appears clear that this word means..." OR "Although, as I have shown, this word can mean different things according to the context, I believe it is clear that in the context of this passage, it means..."

(d) DO NOT CITE WORDS or PHRASES FROM THE NEW TESTAMENT

(e) Do not consult an English Dictionary for this work. English dictionaries are irrelevant for Biblical word studies.

WORD STUDIES SHOULD TAKE NO MORE THAN 4-5 PAGES OF YOUR PAPER!!

(5) Part THREE: The Literary CONTEXT of your passage

Analyze the passage as a whole - does it have a single subject? Does it have an unusual literary structure (is it poetry)? Does it contain changes in person? Is it a part of a larger body of text? How is it related to what comes before and after?

a) What book is it in?

b) What kind of book is this, generally?

c) Is this passage typical of the book as a whole, or somewhat unusual? If typical, how is it similar? If atypical, why? For example, if it is a story - does the book have lots of stories? If it is poetry, is there a great deal of poetry in the book?

(6) Part FOUR: Date your Passage

In what time period do you assign this passage? Make a few comments about why the time period may be important for understanding the meaning of the passage. The Commentaries should provide suggestions on dates, especially in opening essays.

(7) FIVE: Comparing some Commentaries on your Passage

Consult about a minimum of 5 *modern* Commentaries on the book that contains your passage (**nothing published before 1980, please**). You may want to read the Introductory essays in the Commentary that talk about your book as a whole, before turning to the comments that the author makes on your specific passage. Sometimes these essays discuss problems of dating that are relevant to your passage.

TOO MANY STUDENTS TRY TO GO only ONLINE AND end up USING VERY OLD COMMENTARIES WITHOUT PAYING ATTENTION TO DATES!!!

Please don't do that. USE MODERN LIBRARY ONLINE BOOKS!

Among your sources, please only use only one "One-Volume" Commentary, that is, a commentary on the entire Bible such as the Jerome or the Colledgeville. You must use at least three significant scholarly commentaries in your paper, such as the ones listed below:

- The Anchor Bible Commentary (Sometimes called "Anchor-Yale" now)
- The New Interpreter's Bible Commentary (Abingdon)
- Hermeneia (Fortress)
- The Word Biblical Commentary
- The Old Testament Library (Westminster Press)
- The Jerome One-Volume Commentary (get the BRAND NEW one! 2022!)
- "Interpretation" Commentary
- Other "MODERN" Commentaries (printed since 1990!!!) but check with me.

When you cite a comment from a Commentary, do NOT cite the book, cite the AUTHOR'S NAME: e.g. "As Speiser states in his commentary on Genesis..." or "Speiser, in his commentary, says that..." ABSOLUTELY NOT: "The Bible Dictionary says...". And never ever cite an EDITOR instead of an AUTHOR...check to be sure!

-You may find that you don't agree with what the Commentaries say. Good. You may find that they also note what you have already noted. That's also good. You are supposed to compare your ideas with theirs, but not until you are nearly finished with your other work.

Required for Undergraduate Papers: At least 3 GOOD and RECENT commentaries, but the more the merrier! One or Two academic ARTICLES would also be good.

FOR ARTICLES: GO TO *ATLA* and *JSTOR* Databases, and type in the passage you are working on in the search engine, e.g.:

“Bible Amos”

Or

“Bible Amos Chapter 2”

Or

“Bible Amos Ch. 2”

And see what comes up. Do NOT use just anything! You must use articles that are RECENT (since 1980) and from GOOD journals (check with me if you have doubts).

I WILL ACCEPT NO MATERIALS FROM WEB PAGES OR ONLINE SOURCES OTHER THAN THOSE YOU FIND ON LMU DATA BASES!

“Joe’s Dandy Bible Page” is NOT a credible source!!! “Mary’s Sermon Notes”; “Billy-Bob’s Cool Bible Facts”; “Aliens Dictated the Bible to me!”...nope...

As you can imagine...since this is the Bible we are dealing with – there are MANY MANY CRAZY PEOPLE OUT THERE saying MANY MANY CRAZY THINGS!

Stick to ACADEMIC sources ONLY.

FINALLY:

- Turn in your draft for comments
- Re-write according to my suggestions, and you are ready to finish.

It is often helpful to find a "problem" or an "issue" in your passage that you can focus on in your paper, especially when quoting the commentaries. This helps to focus the paper, and give some direction to your research.

THERE ARE SAMPLE PAPERS FROM PREVIOUS STUDENTS ON RESERVE FOR YOU TO SEE . THESE WERE "A" PAPERS. GO THOU AND DO LIKEWISE!

So, to summarize the outline of your paper:

- 1) Introduction (one paragraph)
- 2) The text itself

- 3) Word studies
- 4) Literary Context
- 5) Date of your passage
- 6) Commentary citations
- 7) Your own **concluding comments (here is your chance...)**

YOU WILL AUTOMATICALLY LOOSE POINTS FOR:

- (1) Missing or incorrect citations or Bibliography entries
- (2) Insufficient number of pages
- (3) Heavily “padding” the paper with excessive spacing
- (4) **USING WEB SOURCES THAT ARE NOT APPROVED NOR FOUND THROUGH THE CHAMINADE LIBRARY DIGITAL COLLECTIONS.**

Furthermore, You will lose points for:

- 1) unimaginative work (work that looks like you started working on the paper about two days before the drafts were due...believe me, I can tell...).
- 2) bad grammar or spelling mistakes
- 3) not enough pages
- 4) Insufficient or missing citations or notes
- 5) no bibliography, or bibliography not written correctly
- 6) copying material into your paper without notes or quotation (this, in fact, could constitute a violation of the academic codes of conduct at LMU...be careful!!)
- 7) sloppy appearance
- 8) too many spaces in order to "pad out" the paper and extend the pages!

I will give you sample papers. But you don't need to follow them “to the letter”. They are “guides” not “templates”!!