

COURSE SYLLABUS
OLD TESTAMENT PROPHETS
THEO 310

PLACE: St. Louis University, Madrid Campus

TIME: Fall 2014, TR 11:00-12:15

PREREQUISITE: THEO-100 and one 200-level theology course

CURRICULUM: 3 credits. Fulfills theology requirement for A&S; fulfills cultural diversity core requirement for A&S and Engineering.

INSTRUCTOR: Dr. Carolina A. Aznar. E-mail: caznarsa@slu.edu (please write: "Prophets" as subject title)

OFFICE HOURS: T 12:30-13:30, 16:00-17:00; R 16:00-18:00 in Dr. Aznar's office

COURSE DESCRIPTION

This course studies the phenomenon of prophecy in ancient Israel and the prophetic literature in the Hebrew Bible/Old Testament. It provides an introduction to prophecy and the prophetic literature in the Near East. It surveys the biblical prophetic books and their main topics in chronological order, paying special attention to the political and socioeconomic context of the Near East and Israel in which they appeared. It reflects on the modern relevance of the prophetic texts.

LEARNING OUTCOMES

By the end of the semester students:

- will have read all the assigned texts of the Major and Minor Prophets as well as the required related readings;
- will be familiar with the prophetic literature and be able to relate the biblical books to their contemporary historical circumstances in the Near East and Israel; and
- will be able to present the main topics of each prophetic book as well as to appreciate the significance of the biblical prophetic texts for contemporary societies, with a focus on social justice matters.

SKILL ACQUISITIONS

By the end of the semester students:

- will be able to examine the prophetic texts in their historical setting;
- will start understanding how biblical exegesis is done as well as appreciate its complexity, being able to evaluate the work of different biblical scholars when writing commentaries on biblical prophetic texts;
- will have reflected on theological topics such as covenant, idolatry, justice and righteousness, predilection for the poor, and apocalyptic; and
- will have evaluated examples of the application of prophetic texts to contemporary situations.

REQUIRED BOOKS

David L. Petersen *The Prophetic Literature: An Introduction* (Louisville, Westminster-John Knox Press: 2002).

A reference Bible. For study purposes I recommend *The New Oxford Annotated Bible with the Apocrypha*, but any translation is fine. Bibles in English can be purchased at the campus bookstore.

RECOMMENDED TEXTS (IN THE LIBRARY)

Yohanan Aharoni, Michael Avi-Yonah, Anson F. Rainey, and Ze'ev Safrai. *The MacMillan Bible Atlas*, 3rd ed. (New York, MacMillan: 1993).

Rainer Albertz. *A History of Israelite Religion in the Old Testament Period*. 2 vols. (Louisville, Westminster/John Knox Press: 1994).

Joseph Blenkinsopp. *A History of Prophecy in Israel. Revised and Enlarged*. (Louisville, Westminster-John Knox Press: 1996).

Michael D. Coogan. *The Old Testament. A Historical and Literary Introduction to the Hebrew Scriptures*. (Oxford, Oxford University Press: 2006).

Michael D. Coogan (ed.) *The Oxford History of the Biblical World*. (Oxford, Oxford University Press: 1998).

John Day (ed.) *Prophecy and Prophets in Ancient Israel: Proceedings of the Oxford Old Testament Seminar* (London, T & T Clark: 2010).

Diana V. Edelman and E. Ben Zvi (eds.) *The Production of Prophecy: Constructing Prophecy and Prophets in Yehud* (London, Equinox: 2009).

Noel Friedman (ed.) *The Anchor Bible Dictionary*. 6 vols. (New York, Doubleday: 1992).

Richard Elliott Friedman. *Who Wrote the Bible?* (San Francisco, HarperSanFrancisco: 1997)

Philip J. King. *Jeremiah. An Archaeological Companion*. (Louisville, Westminster John Knox Press: 1993)

Philip J. King and Lawrence E. Stager. *Life in Biblical Israel*. (Louisville, Westminster John Knox Press: 2001).

Mario Liverani. *Israel's History and the History of Israel* (London, Equinox: 2005).

Amihai Mazar. *Archaeology of the Land of the Bible, 10,000-586 B.C.E.* (New York, Doubleday: 1990).

M. Nissinen and C.E. Carter (eds.) *Images and Prophecy in the Ancient Eastern Mediterranean* (Göttingen, Vandenhoeck & Ruprecht: 2009).

Anson F. Rainey and R. Steven Notley. *The Sacred Bridge*. (Jerusalem, Carta: 2006).

*Additional bibliography (books and articles) will be suggested in class.

EVALUATION PROCEDURES

The final grade will be based on the following percentages:

Class participation:	10%
First assignment:	20%
Second assignment (service-learning project):	40%
Third assignment:	20%
Final exam:	10%

1. **Class participation** is a part of the final grade. It includes doing the assigned readings, being able to present and discuss them, answering the questions posed by the professor in class, and asking and discussing content-related questions when appropriate. Students are expected to do the assigned readings for any given day *in preparation for* (that is, *before*) the class of that day so they can discuss them in class. By the end of the semester each student will have read all of the prophetic texts assigned for the class. Please note: each student needs to bring his/her own Bible to class every class day.

2. Students will write **two commentaries on prophetic texts (first and third assignments)** according to the guidelines the instructor will provide. Each commentary will be five to six pages long and will require the use and evaluation of at least three different scholarly sources. **The first and the third assignments will be due on Oct. 9 and Dec. 4 respectively (the 'mid-term' grade will be the grade of the first assignment).**

3. Students will write a **longer assignment (second assignment) which will combine a commentary on a prophetic text and a service-learning project** according to the guidelines the instructor will provide. This assignment will be **due on Nov. 6.**

4. Students will take a **final exam on Dec. 17.**

5. Each student will **visit with the instructor in her office at some point during the office hours of Sept. 30-Oct. 2.**

6. All students will **complete the on-line course evaluation at the end of the semester.**

All written assignments must be submitted double-spaced, page-numbered, typed and printed. They must be submitted in class. **E-mail submission of assignments is not acceptable** and does not count towards the grade (i.e. an e-mailed assignment counts as not submitted) unless the instructor sends the student an e-mail explicitly saying he/she can e-mail his/her assignment. In the assignments, bibliography and attachments will be placed at the end and will not count towards the page account. Cover pages are not needed.

All due assignments must be submitted at the beginning of the class on the due date. Submitting an assignment at the end of the class of the due date will count as submitting it late and therefore will be penalized as such. **If for any reason a student could not submit his/her assignment on time or make it to the final exam, he/she should contact the instructor BEFORE the due date** to discuss what the options are (the only exception to this are justified medical emergencies).

All students in this class have a *slu* e-mail account (i.e. an e-mail address ending in *slu.edu*)— both their Banner and SLU-Global accounts are linked to it. Therefore, all e-mail communications between the instructor and the students will take place by using the *slu* e-mail system. **It is each student's responsibility to get to know his/her slu e-mail address, to check it works on the first day of class (T Sept. 2), to check it regularly (or to have the mail from this address forwarded to a preferred account which is checked regularly), and to speak with the people at the Registrar's Office (in Padre Arrupe Hall) if there is any problem with it.**

For bibliography for the assignments, please make sure you check the SLU book catalogue (at <http://spain.slu.edu/academics/library/index.html>) as well as the **ATLA, JSTOR** and **WorldCat (FirstSearch)** databases (at <http://libraries.slu.edu/databases/databases.php#dbname>). To use the latter, you will need your SLU-Madrid login and password. If you do not know or have them yet, go to the Registrar's Office at Padre Arrupe Hall and ask about them.

Keep in mind that many of the articles and books found in the ATLA and WorldCat (FirstSearch) Database may be retrieved in Madrid at the libraries of the Universidad Complutense, Universidad Autónoma, Universidad Pontificia de Comillas, Instituto Arqueológico Alemán, and/or the Consejo Superior de Investigaciones Científicas. But for saving time, look for bibliographic resources on the internet first.

You can also find useful articles at *Bible Review* and *Biblical Archaeology Review* (<http://www.basarchive.org>). These are not scholarly journals but popular magazines. However, the authors who write in them are scholars and many of the articles are summarized versions of similar, more detailed articles in scholarly journals. So you can use their articles, especially if you do not have access to the scholarly journal where the original version is published.

CLASS ATTENDANCE AND PENALTIES

Repeated unjustified absences will decrease the final grade—one full letter of the participation grade will be decreased for each three unjustified absences (e.g. from B to C).

Being late and/or lacking knowledge of the assigned readings for each day and/or not bringing the Bible to class will also decrease the final grade since as it will prevent the student from participating in class—one third of the participation grade letter will be decreased for each two days in which any of these situations takes place (e.g. from B- to C+).

Submitting an assignment late will decrease its grade—one third of the due assignment letter for each day of delay in submitting it. After a week, no late submissions will be accepted and the assignment will be graded as 0 (=F).

Submitting an assignment in the middle of or at the end of the class when it is due will count as submitting it late and therefore will be penalized as such—one third of the assignment letter will be decreased.

The class requires each student's full attention. Because of it, music listening, mobile phone text messaging, unauthorized web surfing, e-mail checking, and online chatting during class time will be penalized—one third of the participation grade will be decreased every time a student is seen doing any of these.

Students who missed the introduction on the first day of class (Sept. 2) must stay after class on T Sept. 16 for fifteen minutes. Not doing so will decrease the class participation grade—one third of the participation grade will be decreased.

GRADING SCALE

The grading scale is as follows:

93-100	= A	- Excellent understanding of subject matter and mastery of the skills of the course
90-92	= A-	
87-89	= B+	
83-86	= B	- Good understanding of the subject matter and deployment of the skills of the course
80-82	= B-	
76-79	= C+	
71-75	= C	- Minimally satisfactory understanding of the subject matter and deployment of the skills of the course
68-70	= C-	
60-67	= D	- Less than satisfactory understanding of the subject matter or less than satisfactory deployment of the skills of the course
0 -59	= F	- Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course

The following are general principles concerning grading standards and criteria:

A range = *Superior, exceptional, outstanding* with evidence of critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = *Below normal expectation*. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) plagiarism or cheating involved.

UNIVERSITY-WIDE ASSESSMENT

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams, oral presentations and submitted papers may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

ACADEMIC ACCOMMODATIONS

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter. **If you need special accommodations, please get in contact with Disability Services and let the instructor know during the first week of class and (again) one week before the exam so the instructor can plan accordingly.**

POLICY ON ACADEMIC HONESTY AT SLU

Because the university is a community of learning, an environment of mutual trust and integrity is vital. Students, faculty, and staff members share the responsibility for maintaining this environment. The university's Academic Honesty Policy strictly forbids cheating, falsification, and plagiarism. (Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own.) Any violation of this policy will result in an F for the pertinent academic exercise. A detailed statement of the policy may be found at http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Definitions

Academic dishonesty includes, but is not limited to, the kinds of misconduct listed below. Such dishonesty may involve written or spoken communications or those conveyed in electronic form.

A. Cheating

Cheating involves the use of unauthorized or unethical assistance to gain an unfair advantage over other students. Instances include the following:

1. Use of unauthorized assistance in taking quizzes or examinations;
2. Use of resources beyond those authorized by the instructor in solving problems or in carrying out other assignments such as writing papers, preparing reports, or giving oral presentations;
3. Acquisition, dissemination, or use of tests or other academic materials belonging to an instructor or a member of the staff without prior approval;
4. Hiring or otherwise engaging someone to impersonate a student in taking a quiz or examination or in fulfilling other academic requirements.

B. Falsification

Falsification involves misrepresentations of fact for academic gain. Instances include the following:

1. Lying to or deceiving an instructor;
2. Fabrication or misrepresentation of the documentation or the data involved in carrying out assignments;
3. Fabrication, misrepresentation, or unauthorized alteration of information in academic records belonging to an instructor or to any academic division or administrative unit within the Madrid Campus.

C. Plagiarism

Plagiarism involves the intentional representation of someone else's thoughts or words as if they were one's own. Instances include the following:

1. Quoting directly from someone else's work without using quotation marks and without giving proper credit to the author;
2. Paraphrasing someone else's ideas, concepts, arguments, observations, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment that has been prepared, either wholly or in large part, by another person, group, or commercial firm.

D. Sabotage

Sabotage involves interference with the academic work of another member of the university community or modification, theft, or destruction of intellectual property such as computer files, library materials, or personal books or papers.

E. Collusion

Collusion involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic dishonesty as defined above (...)

COURSE OUTLINE

I. INTRODUCTION TO PROPHECY. THE BIBLICAL PROPHETS AND THE PROPHETIC LITERATURE IN THE BIBLE

1. Introduction. What is Prophecy? Who is a prophet?
2. The prophetic literature in the ancient Near East and in ancient Israel. The prophet and his/her relation with the Divine.
 - Petersen's Ch. 1: 1-18
3. The prophets in ancient Israel and the prophetic literature in the Bible. Prophetic ways of communication
 - Petersen's Ch. 1: 18-45
4. Early Prophets
 - Petersen's Ch. 6: 215-226; Blenkinsopp's Ch. II.6
 - 1 Samuel 1-15
 - 2 Samuel 12
5. Elijah and Elisha
 - Petersen's Ch. 6: 226-234
 - 1 Kings 17-22
 - 2 Kings 1-9

II. PROPHETS IN THE EIGHTH CENTURY BCE

6. The prophets, the service learning project, and social justice – Introduction
7. Historical background. Amos (I)
 - Petersen's Ch. 5: 169-176, 184-189
 - Book of Amos
8. Amos (II) - Biblical exegesis and hermeneutics. Practice on biblical commentary
 - TBA
9. Amos (III). Hosea (I)
 - Petersen's Ch. 5: 176-181
 - Book of Hosea
10. Hosea (II).
 - Book of Hosea
11. First Isaiah (I)
 - Blenkinsopp's Ch. III.12
 - Book of Isaiah 1-12
12. First Isaiah (II)
 - Book of Isaiah 13-39
13. First Isaiah (III). Micah.
 - Petersen's Ch. 5: 193-196
 - Book of Micah

III. PROPHETS IN THE 7th-BEGINNING OF THE 6th CENTURY BCE

14. Historical background. Zephaniah and Nahum
 - Petersen's Ch. 5: 203-205, 196-200
 - Books of Zephaniah and Nahum
15. Habakkuk. Jeremiah (I)
 - Petersen's Ch. 5: 200-202; Ch. 3: 97-103-125
 - Book of Habakkuk
16. Service learning project
 - TBA

- 17. Jeremiah (II)
 - Book of Jeremiah: 1-30
- 18. Jeremiah (III)
 - Petersen's Ch. 3: 125-135
 - Book of Jeremiah: 31-52

IV. PROPHETS DURING THE TIME OF THE EXILE

- 19. Historical background. Obadiah.
 - Petersen's Ch. 5: 189-191
 - Book of Obadiah
- 20. The Book of Ezekiel (I)
 - Petersen's Ch. 4
 - Book of Ezekiel: 1-2
- 21. The Book of Ezekiel (II)
 - Book of Ezekiel: 3-25, 37, 40-43
- 22. Second Isaiah.
 - Coogan's Ch. 23: 404-415
 - Book of Isaiah 40-55

V. PROPHETS DURING THE PERSIAN PERIOD

- 23. Historical background. Haggai. First Zechariah (I)
 - Petersen's Ch. 5: 205-207.
 - Book of Haggai
- 24. Historical background. First Zechariah (II), Malachi
 - Petersen's Ch. 5: 207-211
 - Book of Zechariah 1-8
 - Book of Malachi
- 25. Third Isaiah.
 - Coogan's Ch. 24: 427-428
 - Book of Isaiah 56-66
- 26. Second Zechariah and Joel
 - Coogan's Ch. 24: 439-440
 - Petersen's Ch. 5: 181-184
 - Book of Zechariah 9-14
 - Book of Joel
- 27. Malachi
 - Petersen's Ch. 5: 209-211
 - Book of Malachi

VI. PROPHETS DURING THE HELLENISTIC PERIOD

- 28. Jonah.
 - Petersen's Ch. 5: 191-193
 - Book of Jonah
- 29. Daniel. From Prophecy to Apocalyptic
 - Coogan's Ch. 30: 536-546
 - Dan 1-6; 7

VII. CONCLUSION

- 30. The biblical prophets and their message (I)
- 31. The biblical prophets and their message (II)

COURSE GENERAL SCHEDULE*

- Week 1: - T Sept. 2
 - R Sept. 4
- Week 2: - T Sept. 9
 - R Sept. 11
- Week 3: - M Sept. 15: Last day to Add/Drop (without "W"); last day to choose Audit (AU) or
 Pass/No pass (P/NP) status
 - T Sept. 16
 - R Sept. 18
- Week 4: - T Sept. 23
 - **R Sept. 25: Practical exercise on biblical commentary**
- Week 5: - **T-R Sept. 30-Oct. 2: All students must speak with the instructor during office
 hours**
 - T Sept. 30
 - R Oct. 2
- Week 6: - T Oct. 7
 - **R Oct. 9: First assignment due**
- Week 7: - T Oct. 14
 - W Oct. 15: Last day to submit transfer application for Spring Semester
 - R Oct. 16
- Week 8: - T Oct. 21
 - R Oct. 23: No class. Time for service learning project
- Week 9: - T Oct. 28
 - R Oct. 30: Last day to Drop with "W"
- Week 10: - T Nov. 4
 - R Nov. 6: **Second assignment due.** Registration for Spring Semester begins
- Week 11: - T Nov. 11
 - R Nov. 13
- Week 12: - T Nov. 18
 - R Nov. 20
- Week 13: - T Nov. 25
 - R Nov. 27
- Week 14: - T Dec. 2
 - **R Dec. 4: Third assignment due**
- Week 15: - T Dec. 9
 - R Dec. 11
- Week 16: - **W Dec. 17: T Dec. 17: Last class (12:00- 13:15). Final Exam (13:30-15:00)**

*** The dates in this general schedule will be matched to the topics in the course topic list according to the instructor's indications**