Essential Information
Please refer to the following resources for information essential to the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Degree Program Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook, including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
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Office Hours: Office located in New York

Catalog Description
A study of the historical periods, the characters, and the messages of the twelve Minor Prophets, with special attention to the nature and concerns of the prophetic movement in ancient Israel and Judah.

Course Narrative & Rationale
The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as a foundational document, informing all the life of the church. The Minor Prophets, though largely unknown in the church, make a vital contribution to the whole of the Scriptures.

The prophetic ministries of the twelve whom Christians usually call the Minor Prophets clustered, generally, around three great crisis periods in the life of God’s ancient people, Israel and Judah. Hosea, Amos, and Micah (along with Isaiah) all prophesied when Israel, the northern kingdom,
was in process of losing their national existence, and Judah, the southern kingdom, was in real
danger of losing theirs, in the Assyrian onslaught upon the small western nations in the second
half of the eighth century B.C. Nahum, Habakkuk, Zephaniah, and Obadiah (along with Jeremiah
and Ezekiel) all prophesied in the period of the Babylonian crisis, culminating in the destruction
of Jerusalem and Solomon’s Temple in 586 B.C. Haggai, Zechariah, and Malachi, and probably
Jonah and Joel, helped the Post-Exilic Judean community rediscover their bearings and re-
establish themselves as the people of God under the vastly different conditions of Persian
hegemony.

The Minor Prophets are unfamiliar territory, even to most devout Christians. But they are books
of profound depth and insight, and of considerable emotional intensity in many of their parts.
These small books will richly reward those willing to expend time and effort to understand their
patterns and their messages. They are mines of hidden treasure; wealthy, indeed, are those who
explore their depths.

**Degree Program Objectives**

This course addresses particularly the following NTS Degree Program Objectives:

- **MDiv Objective 2**: Articulation of the knowledge of God through prayerful, scholarly study
  and a deepening understanding of the Christian Scriptures of the Old and New Testaments
- **MDiv Objective 5**: Understanding of local and global [and temporal] diversity through the
  investigation of cultural contexts, to enable the church to proclaim effectively and to
  embody the mission of God
- **MACFD Objective 1**: A deep personal commitment to God and God’s Church and a
  passionate, vital, and redemptive ministry formed through an ecclesial understanding of
  the Word of God, the heritage of the faith, the doctrines of the church, and through
  participation in the life of the church
- **MAICS Objective 1**: Knowledge of the Christian faith understood in its biblical
  foundations, historical developments, and theological expressions
- **MAICS Objective 2**: Articulation of the biblical-theological understandings of the *missio
  Dei* in ways that assist the church’s response to God’s call to participate in that mission
- **MA(TS) General Academic and Research Tracks Objective 1**: Skill in academic research and
  writing
- **MA(TS) General Academic and Research Tracks Objective 2**: Knowledge of the major
  theological disciplines and their interrelationships
- **MA(TS) General Academic and Research Tracks Objective 3**: Ability to use the theological
  disciplines to reflect and engage the world as informed, thinking, Christian persons
- **MA(TS) Research Track Objective 4**: Ability to do theological research, critical theological
  reflection, and graduate-level academic writing.

(Other degree program objectives also will be addressed, though not all so directly as
these.)
Course Outcomes

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

1. Express, orally and in writing, the content of the books of the Minor Prophets
   (Accomplished by reading; class attendance/participation; written assignment 1)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and original audiences of these several books
   (Accomplished by reading; class attendance/participation)
3. Identify the Prophets’ major theological themes, and discuss their contributions to the life and thought of God’s people, both ancient and modern (Accomplished by reading; class attendance/participation; written assignments 1, 2)
4. Exegete, with developing skill and appropriate confidence, many of the pericopes of
   the prophets, and employ them suitably in a variety of ministry settings (Accomplished by reading; class attendance/participation; written assignments 1, 2).

Church of the Nazarene COSAC Competencies

The following competencies will be enhanced through your participation in this course:

- **CN 1** Ability to identify the literary structure and the main story line of the Old Testament
- **CN 2** Ability to identify the books of the Old Testament by genre(s)
- **CN 3** Ability to identify the basic thrust of each major section of the Old Testament
- **CN 5** Ability to describe the historical context of the major sections of the Old Testament
- **CN 7** Ability to describe the major theological concepts of the Old Testament
- **CN 15** Ability to describe how the Bible came into being, up to contemporary translations
- **CN 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis
- **CN 17** Ability to exegete a passage of Scripture using the steps referred to above
- **CN 21** Ability to demonstrate understanding of the sources of theological reflection, its historical development, and its contemporary expressions
- **CN 22** Ability to articulate the distinctive characteristics of Wesleyan theology
- **CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- **CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- **CP 10** Ability to synthesize, analyze, and reason logically for discernment, assessment, and problem solving, and to live with ambiguity
- **CP 22** Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways (Accomplished by reading; class attendance/participation; written assignments 1, 2).

Required Texts


Course Outline

Unit 1: Introductions – Week 1
- Course introduction
- Syllabus
- Personal introductions

Unit 2: The Assyrian Crisis – Weeks 1-2
- Hosea’s personal story - Hosea 1-3
- Hosea’s national message – Hosea 4-14
- Amos’s two-week “holiday” – Amos
- Micah, from where? – Micah

Unit 3: The Babylonian Crisis – Weeks 3-4
- Nineveh, you’ll get yours – Nahum
- Where are you, God? – Habakkuk
- Two you’ve never read, probably – Zephaniah; Obadiah

Unit 4: A Different Kind of Crisis – Weeks 5-6
- Much is little; Little is much – Haggai; Zechariah
- Who’s accusing whom of what? – Malachi
- An apocalypse of locusts – Joel
- Poor, pious, put-upon, apoplectic prophet - Jonah

Unit 5: Synthesis and Shalom – Week 6
- Preliminary “final” thoughts
- Shalom means “Goodbye”

Course Assignments & Requirements

1. Online interaction (40% of course grade)
Posting to Discussion Forums and reading the posts of other class members is the online equivalent of attending and participating in class in an on-campus course. In the online environment, precisely because face-to-face contact is not possible, professor-with-student(s) and student(s)-with-student(s) interaction is indispensable for a positive learning experience. With this in mind, the following practices are minimal expectations for the course:
- Remember: minimal does not mean “A” work, nor an “A” grade.
• Each student is to write at least five (5) quality posts or responses to the professor’s or other students’ posts in discussion forums. Posts are to be spread over at least three (3) days each week (except R & R Week), and are to be completed by Saturday each week.
• Students are strongly encouraged to read all new posts at least five (5) days per week.
• A “quality” post begins a new topic, brings to bear critical reflection on another’s post, or moves discussion in a new direction. Both number and quality of posts will influence this section of the course grade.
• A “quality” post will reflect reading/study of the biblical text, and of the course texts.
• The professor has learned from experience that posts of fewer than one hundred fifty (150) words in length (about five lines in our Moodle system/format) almost never are “quality” posts. It simply takes that many words, or more, to develop most ideas in this dialogical format for others to see where you are going, so as to respond intelligently and wisely.
• Correct and appropriate spelling, punctuation, grammar, syntax, usage, and other “best practices” of academic writing are expected in all posts.
• Students who have taken classroom courses with this professor will recognize that this on-going assignment combines weekly essay (albeit with shorter “essays”) and discussion components of his classroom courses, and will continue to improve their expositional skills.

Assessment of online participation will be posted weekly, using letter grades.
Once you have access to the course on moodle, be prepared to post your introduction right away, and begin the other assignments.
(Course Outcomes: Numbers 1, 2, 3, 4, 5, variously throughout the course)

2. Six, 600-word exegetical (or other) essays constitute 30% of the course grade.
   (Course Outcomes: Numbers 1, 3, 4, variously)
You may choose your own passages for the exegetical papers (professor permission is needed if the passage is shorter than 10 verses). Topics for the non-exegetical essays will be posted on moodle. Exegetical and non-exegetical essays are posted to moodle, but do not count as online interaction (for requirement 1). Interactions with another student’s essay do count as online interaction.

N.B.: An important purpose of these short-essay assignments is to give students sustained opportunities to improve both the content and the mechanics of their writing. This is the major reason for the allotment of three hours of writing time per paper in the “Distribution of Student Learning Hours” in the chart below. Each student should schedule time for multiple proof-readings and, potentially, revision(s) of each of these short essays, before posting to Moodle. With respect both to content and to quality of writing, the bar purposely is set quite high. Fewer and shorter written assignments, with an emphasis on quality of writing, will make you a better writer—as longer assignments, often produced with less attention to quality of writing, usually cannot do.

3. Final exegetical paper (30% of course grade)
A 3,000-3,500-word exegetical paper is the culminating course assignment. The passage chosen for exegesis is to be cleared with the professor by Saturday of week 3. The paper is due on the last Saturday of week 6.
(Course Outcomes: Primarily numbers 3 and 4)

Policy Regarding Late Work
It is not possible to make up Discussion Forum postings in a later week. E.g., five (5) “extra” postings during Week 3 will not compensate for zero (0) postings during Week 2.

Distribution of Student Learning Hours

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<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Online interaction and participation</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td><strong>Total</strong></td>
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Submitting Assignments; Posting Grades
All assignments are to be submitted in the “Assignments” section(s) of our Moodle course. All grades will be posted as letter grades in the “Grades” section of our Moodle course. Grade descriptions are included in the NTS Student Handbook.

Form and Style Expectations
All written work is to exhibit best practices for graduate-level academic writing. The NTS faculty have adopted Turabian’s Manual of Style as the Seminary standard; each student should own a copy of the latest edition of Turabian, and should use it conscientiously. A convenient summary of some of the more common issues of concern, “Better Academic Writing,” is included in the course resource materials in Moodle.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people often have used language to imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in writing. All written work presented to meet requirements of this course will use gender-inclusive language.

Policy Regarding Late Work
Weekly essays and the final exegetical paper are due at class time on their respective due dates. In justice to all students, no written work submitted late can earn an A grade. The final exegetical paper cannot be accepted late.

Additional Costs
The professor does not anticipate additional costs for this course, beyond NTS tuition and fees, and the cost of textbooks.

**Course Grading**

Written work for the course is set forth in the section, “Course Written Assignments,” with details in the respective sections(s) of Moodle. In addition, class attendance may affect the course grade, as noted below in the section, “Class Attendance.”

**Reasonable Modifications**

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodation(s) should contact the Office of the Registrar. They also should contact the professor—preferably no later than the end of the first class session—to discuss learning needs and adaptive strategies that have been beneficial in the past.

**Class Attendance**

Class attendance is essential for realizing maximum benefit from this educational experience. If a student is absent for more than the equivalent of two full class sessions, the course grade will be lowered. Absences totaling more than the equivalent of three full class sessions may cause a student to fail the course. Prior notification of the professor for any absence is expected, when possible; the professor is to be notified of the reasons for/circumstances of all absences as soon as possible. Online attendance is measured by participation.

Attendance records must be reported for those obtaining Veterans Administration and/or Department of Education benefits. It is the student’s responsibility to notify the professor if attendance is to be reported.

**Course Calendar**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Week</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>'May 24</td>
<td>1</td>
<td>Amos 1-2; see assignment in Moodle</td>
</tr>
<tr>
<td>'May 24</td>
<td>1</td>
<td>Amos 3-9; see assignment in Moodle</td>
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<tr>
<td>'May 31</td>
<td>2</td>
<td>Hosea 1-6; see assignment in Moodle</td>
</tr>
<tr>
<td>'May 31</td>
<td>2</td>
<td>Hosea 7-14; see assignment in Moodle</td>
</tr>
<tr>
<td>'Jun 7</td>
<td>3</td>
<td>Micah; see assignment in Moodle</td>
</tr>
<tr>
<td>'Jun 7</td>
<td>3</td>
<td>Essay from final paper pericope; see assignment in Moodle</td>
</tr>
<tr>
<td>'Jun 7</td>
<td>3</td>
<td>Passage for final exegetical paper to be cleared with professor</td>
</tr>
<tr>
<td>'Jun 14</td>
<td>4</td>
<td>Nahum; see assignment in Moodle</td>
</tr>
<tr>
<td>Date</td>
<td>Page</td>
<td>Book</td>
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<tr>
<td>'Jun 14</td>
<td>4</td>
<td>Habakkuk; see assignment in Moodle</td>
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<tr>
<td>'Jun 21</td>
<td>5</td>
<td>Zephaniah; see assignment in Moodle</td>
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<td></td>
<td></td>
<td>Haggai; see assignment in Moodle</td>
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<tr>
<td>'Jun 21</td>
<td>5</td>
<td>Malachi; see assignment in Moodle</td>
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<td></td>
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<td>Zechariah; see assignment in Moodle</td>
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<tr>
<td>'Jun 28</td>
<td>6</td>
<td>Joel; see assignment in Moodle</td>
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<td></td>
<td></td>
<td>Obadiah; see assignment in Moodle</td>
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<tr>
<td>'Jun 28</td>
<td>6</td>
<td>Jonah; see assignment in Moodle</td>
</tr>
<tr>
<td>'Jun 29</td>
<td>6</td>
<td>Final exegetical paper due</td>
</tr>
</tbody>
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