



BST 201: Prophets
 Instructor: Mark Boda
 Phone: 545-1515^{x309}

Canadian Bible College
 Three credits
 Fall Semester 1995
 Wednesday, Friday

I. Description

The Former and Latter Prophets (Joshua-2 Kings and Isaiah-Malachi) will be studied with a view to understanding the presentation of the history of Israel in the Former Prophets and the origin, development, and message of the Hebrew prophetic movement in the Latter Prophets.

Prerequisite: BST 100

II. Purpose

1. To know the content, literary structure, history, and theology of each of the books in the Prophets
2. To know the biblical theological and practical relationship of each of these books to the Christian church and believer and how to use them in these contexts

III. Program

September

- 8 Introduction to Former Prophets
- 13 Introduction to Former Prophets
- 15 No Class
- 20 Joshua^{P1}
- 22 Joshua (OT Challenge)
- *27 Judges
- 29 Samuel^{P2}

October

- 4 Samuel
- 6 Kings
- *11 Kings
- 13 Introduction to Latter Prophets^{P3}
- 18 No Class: SL&M
- 20 Introduction to Latter Prophets
- 25 Book of the Twelve: Assyrian^{P4}
- 27 Book of the Twelve: Babylonian

November

- 1 No Class: Fall Festival
- 3 No Class: Fall Festival
- *8 Book of the Twelve: Persian^{P5}
- 10 No Class: Remembrance Day
- 15 Isaiah^{P6}
- 17 No Class
- 22 No Class
- 24 Isaiah
- 29 Jeremiah^{P7}

December

- 1 Jeremiah
- 6 Ezekiel
- *8 Ezekiel

NB.-the asterisk (*) is the date the integration is handed out; the superscript (P) is the date the preparation is due.

IV. Evaluation

The student will be evaluated on the basis of consistent work throughout the semester. There will be NO MIDTERM or FINAL exam and no RESEARCH PAPER.

1. The OT Challenge

The OT Challenge consists of 5 questions which test your basic skills in OT knowledge.

- a. List the books of the OT with correct spelling and in the English Bible order
See: p. 21: Hill-Walton, right column
- b. Trace the basic west-east topography of Palestine labelling the 7 regions
See: p. 51: Hill-Walton, bottom cross-section
- c. Place the major peoples of the ANE on a map
See: accompanying map
- d. Draw the basic time line of Israel's history from Abraham to Christ
See: accompanying time line
- e. Fill in the basic biblical interpretation steps
See: accompanying sheet

2. Preparations

At the beginning of minor sections in the course the student is required to hand in answers to a set of questions which will be a guide through the primary texts (Bible) and secondary texts (textbooks). These answers must be typewritten in an acceptable font size (10-12) with 1" margins and will be due at the beginning of the class indicated in the above schedule (Preparations are denoted by P¹⁻⁷). The answers can be answered in 2-3 pages and may be given in point form or in a style that suits the student but MUST REPRESENT INDEPENDENT WORK. They are important for they will prepare the student for the class learning experience and the integration essays described below. PREPARATIONS ARE DUE AT THE BEGINNING AND FRONT OF THE CLASS NOTED ON THE CALENDAR AND WILL NOT BE ACCEPTED LATE OR IN THE PROFESSOR'S BOX.

Use this format at the top of the first page (no cover page):

BST 201: Prophets	20 September 1995
Preparation P	Joshua
Professor Boda	Student's Name, Mailbox #

2. Integration essays

At regular intervals throughout the semester the student will be given an opportunity to integrate his or her learning by writing a 3 page essay (double-spaced with 1" margins, font size 10-12, title). The integration essay will be taken home by the student and will be due 2 classes later. If the student has done the work on preparations and has listened in class in the preceding weeks the integration will pose little difficulty, but it is designed to challenge the student to consolidate his or her learning. On these occasions 3 questions will be provided but the student is only required to answer one of those questions. However, the student cannot consult any classmate either directly or indirectly (e.g. sharing notes, ideas) and you may not use the help of any other books than the class textbook, your own personal notes and a Bible (not any Study Bible notes). During the semester there will be 4 opportunities for integration (indicated by *). Only the 3 top marks will be taken for grading purposes. EVERY DAY AN INTEGRATION PAPER IS LATE THE STUDENT LOSES 1/15.

For your information, papers are evaluated as follows.

1. Presentation: Is the spelling correct? Does the grammar/syntax reflect proper English? Is the paper laid out properly?
2. Argumentation: Is there a good introduction and conclusion? Does the argument flow with ample support? Is the question answered?
3. Content: Are all the points considered?

Summary:

The OT Challenge (5%)

Preparations (P¹⁻⁷) 50% (7% each; 1% bonus for handing all in)

Integration essays (*) 45% (15% each)

V. Textbooks

A copy of the Bible containing the Former and Latter Prophets.

Walton, J. H & Hill, A. E.

1991 *A Survey of the Old Testament*. Grand Rapids: Zondervan.

Fretheim, T. E.

1983 *Deuteronomistic History*. Nashville: Abingdon.

Vangemeren, W. A.

1990 *Interpreting the Prophetic Word*. Grand Rapids: Zondervan.

Books used in this course are not chosen always for their "orthodoxy". There are very few books on the market today with which I would agree on every point. Do not let statements or perspectives expressed in any of these books which may seem unorthodox to you to deter you in your quest for knowledge. Rather read them for the message of the biblical text no matter what your views on these controversial issues. Basically, do not throw out the baby with the bath water!



Preparation^{P1}
20 September 1995
Joshua-Judges

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Secondary Literature Guide

Read Hill-Walton (1991:155-81) and Fretheim (1983:11-48)

1. Give reasons for and against the historicity of the conquest.
2. What are the two refrains in the book of Judges and what message do they convey to the reader?
3. In what way is the "Deuteronomic History" history and in what way is it story? How should we study it: as history or story?

Primary Literature Guide

Choose one passage from Fretheim's treatment of Joshua and the one from his treatment of Judges. Read each passage over twice in two different translations, then read Fretheim's commentary. Finally write a 250 word commentary (highlighting important themes, key verses) of your own for each passage citing the meaning of the passage and its application.