



INDIANAPOLIS THEOLOGICAL SEMINARY

BT 512

Pre-Exilic Prophets

3 credits

Fall 2017

September 18-22, 7-10pm & September 23, 9am-4pm

October 23-27, 7-10pm & October 28, 9am-4pm

Castleview Church, 8601 Hague Rd., Indpls, IN 46256

Professor Information

Sam Emadi, Ph.D.

Email: scemadi@gmail.com

Cell Phone: (801)589-3847

Course Description

A detailed study of the historical and prophetic books of the Old Testament whose context involves the events before the exile: Joshua–2 Kings, Joel–Jonah. Focus will be on introductory material, salient literary features, theology, canonical contribution, and contemporary debates.

Course Objectives

The purpose of this course is the purpose of life—to glorify God. In our academic setting this takes shape as the minds God has given to us come to recognize and embrace the reality that God is infinite, eternal, unchangeable, in His being wisdom, power, holiness, justice, goodness, truth, and mercy. This cognitive process has not happened if our inclinations and dispositions are not correspondingly refocused on God such that we love Him and rejoice in Him with a joy unspeakable and full of glory (1 Pet 1:8).

To the accomplishment of this end we will prayerfully, rigorously, meditatively take up a study of Pre-exilic literature. At the end of the course it is hoped that students will be able to:

collaborating with local churches for biblical and theological training

1. To gain a general knowledge of the biblical texts this class covers.
2. To appreciate the contribution of these books to the metanarrative of Holy Scripture and to a Christian Worldview.
3. To consider issues of canon and textual transmission foundational to the study of the Old Testament.
4. To gain a general understanding of the world of the Old Testament and to develop skill in the interpretation of Hebrew literature and the appropriate use of secondary literature in the process of interpretation.
5. To be introduced to modern critical approaches to the study of biblical texts, such as source, form, literary and rhetorical analysis.
6. To become convinced of the authority and relevance of the message of the Old Testament for the modern world.

Course Outcomes

Within the ITS Learning Outcomes, this course contributes to shaping students' aptitude in:

Hermeneutics & Biblical Theology

proficient at reading and interpreting biblical Hebrew and Greek, appreciating the rhetorical functions of the biblical books in their original social contexts, comprehending the contours of redemptive history within a covenantal framework, and possessing a very high biblical literacy and trenchant understanding of the gospel.

Practical Integration

able to powerfully articulate the gospel both in conversation and preaching, skilled at clear written and oral communication, understanding the central role of the local church in missions and evangelism, effective at personal discipleship, and committed to the sufficiency of scripture.

Spiritual Transformation

continually growing in Christ-likeness and bringing forth the fruits of the Spirit, having been transformed by the gospel, and living by grace, applying the gospel to all of life.

Requirements for the Course

- | | |
|--|-----|
| 1. Attendance, Participation, Course Readings: | 20% |
| 2. First Draft of Paper: | 10% |
| 3. Second Draft of Paper | 30% |
| 4. Book Review | 20% |
| 5. Final Exam and Outlines: | 20% |

Grading: Do not strive for a high grade, but to please Jesus through your efforts and the judicious use of your time (“Whatever you do, work at it with all your heart, as for the Lord, and not for men” [Col 3:23]).

Special Needs: Students with special needs (physical handicaps or learning disabilities) should contact the professor with appropriate documentation if the student is unable to function as stipulated by this syllabus.

Late Work: Late work will be accepted but at a deduction of 25% per day late. If circumstances prevent the student’s presence on exam day, the student must communicate with the professor in advance.

Participation: The professor finds the material covered in class fascinating. Students are expected to show eagerness to hear what the professor has to say, and to display intellectual curiosity regarding the meaning of the biblical text. If you do not feel eagerness and intellectual curiosity, fake it.

Necessary Modifications: The professor reserves the right to alter or modify this syllabus and the course requirements as he thinks necessary.

Teaching Method

This course is premised on the conviction that the Bible is the inspired word of God and contains everything necessary for life and salvation. In part, that means it contains a consistent, cogent and practical worldview that, when believed and obeyed, is able to conform sinners into the image of Christ who are then equipped to lead the church, engage subversive cultural trends, and confront the vanity of unbelief. Thus, close-reading and careful attention to the texts as well as the historical settings in which they were written are imperative, as is careful and deliberate reflection on contemporary life.

Class time will be divided between theory and praxis. Lecture/discussion and colloquium formats. Bring your Bible and the textbooks to every class. All laptop users must sit in the front of the class. The result of having anything other than a word doc open during class is to be *marked absent* for that class.

Course Readings

Required:

Miles V. Van Pelt, ed. *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised*. Wheaton, IL: Crossway, 2016. [Relevant Sections]

Dempster, Stephen A. *Dominion and Dynasty: A Theology of the Hebrew Bible*. New Studies in Biblical Theology, 15. Leicester: Apollos; Downers Grove, IL: InterVarsity, 2003. [All]

Joshua–2 Kings, Joel–Jonah [You may choose from the following translations: NASB, ESV, NIV, KJV, NKJV, HCSB, CSB].

Recommended:

J.H. Charlesworth, ed. *The Old Testament Pseudepigrapha*. 2 vols. New York: Doubleday, 1983 and 1985.

Florentino García Martínez. *The Dead Sea Scrolls Translated*. 2nd ed. Grand Rapids: Eerdmans, 1996.

OR:

Florentino García Martínez and Eibert J. C. Tigchelaar, eds. *The Dead Sea Scrolls: Study Edition*. 2 vols. Grand Rapids: Eerdmans, 1997, 1998.

James M. Hamilton Jr., *God's Glory in Salvation through Judgment: A Biblical Theology*. Wheaton: Crossway, 2010.

James M. Hamilton Jr., *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*, NACSBT, Nashville: Broadman and Holman, 2006.

Mortimer J. Adler and Charles Van Doren, *How to Read a Book*. New York: Simon and Schuster, 1972.

T. Desmond Alexander, Brian S. Rosner, D. A. Carson, and Graeme Goldsworthy, eds., *New Dictionary of Biblical Theology* (Downers Grove: InterVarsity, 2000).

T. Desmond Alexander, *From Eden to the New Jerusalem: Exploring God's Plan for Life on Earth*. Grand Rapids: Kregel, 2009.

Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel*. 2nd. ed. Baker, 1987, 2008.

Bimson, J. J., J. P. Kane, J. H. Paterson, and D. J. Wiseman, eds. *New Bible Atlas*. Tyndale, 1985; Inter-Varsity Press, 1996.

Beckwith, Roger T. *The Old Testament Canon of the New Testament Church and Its Background in Early Judaism*. Grand Rapids: Eerdmans, 1985.

E. Earle Ellis, *Prophecy and Hermeneutic in Early Christianity*, Grand Rapids: Baker, 1993.

Peter Gentry and Stephen Wellum, *Kingdom through Covenant: A Biblical-Theological Approach to the Covenants*. Wheaton: Crossway, 2012.

Peter J. Gentry. *How to Read and Understand the Biblical Prophets*. Wheaton, IL: Crossway, 2017.

Graeme Goldsworthy's *According to Plan: The Unfolding Revelation of God in the Bible*, Intervarsity: Downers Grove, 2002.

Scott J. Hafemann and Paul R. House, eds., *Central Themes in Biblical Theology: Mapping Unity in Diversity*, Grand Rapids: Baker, 2007.

Mark Dever, *The Message of the Old Testament: Promises Made*. Wheaton: Crossway Books, 2006

Alec Motyer. *Roots: Let the Old Testament Speak*. Christian Focus, 2009.

Peter J. Leithart, *Deep Exegesis: The Mystery of Reading Scripture*, Waco: Baylor, 2009.

Kevin J. Vanhoozer, *Is There a Meaning in This Text?* Grand Rapids: Zondervan, 1998.

[The Chicago Statement on Biblical Inerrancy](#)

Instructions for Book Review

Write a 5 page book review of Steve Dempster's *Dominion and Dynasty*. This review should summarize the book in 1-2 pages and then evaluate the books thesis and main points. This review should be a *critical evaluation* of the book. Ask whether the author proves his thesis. What does the author do well? What are the books inadequacies?

Instructions for the Writing of Papers

Write a 15 page research paper focusing either on a biblical-theological theme developed in the Old Testament or focusing on exegeting a particular passage from the texts discussed in class.

1) On Plagiarism: Plagiarism is the use of, or reliance on, another person's thoughts or words without giving proper credit to that person, whether such an occurrence is intentional or unintentional. Plagiarism includes (but is not limited to!) taking another person's ideas and presenting them as your own, and using another person's argument without giving proper credit. Please Note: Your intent (or the lack thereof) to plagiarize is NOT at issue, merely the fact that plagiarism has occurred. In other words, the professor can't read your mind, only what is on the page. "Accidents" will not be tolerated.

If you are having difficulty or are uncertain whether or not a specific activity is a violation of the stated rules, please discuss it with me. I will be happy to help.

2) On the thesis: The student is to identify the thesis or main point of whatever passage the student chooses to discuss in the paper. The main point of the passage is to become the main point of the student's paper. If the student is writing on a theme in Scripture rather than a particular passage, the student is to articulate a particular thesis regarding that theme.

3) On the preview: The student is to identify the structure of the flow of thought in the passage. This structure is to be reflected in the student's paper. The sections of the student's paper should match the sections of the passage. The point of the preview is to briefly lay out the argument the student will make for the thesis of the paper. If the student is writing on a theme rather than a particular passage, the preview will be a preview of the argument the student will make for the thesis being put forward. Each section of the paper is to work like a premise in an argument, and at the end of each section of the paper, the student should make clear how this section has advanced the argument for the thesis. The preview gives a "preview" of the premises that lead to the conclusion that the thesis of the paper is true.

4) On the first two paragraphs of the Introduction: The student should state the thesis of the paper and preview the argument of the paper in the first two paragraphs. Once again, the thesis of the paper is the thesis of the passage, and the argument of the paper is the argument of the passage.

5) On the body of the paper: The Body of the essay should be structured according to the flow of thought in the passage, or according to the argument being made about the chosen theme. Place Subtitles at the beginning of each new section. In the section, the student will explain this portion of the passage. Explaining the passage includes discussing the meaning of words, the meaning of phrases, the logical connections between phrases, and how this section relates to the main point of the passage. At the end of each section the student should explicitly state how this section has supported, explicated, or otherwise contributed to the main point of the passage (i.e., show how this section proves your thesis).

6) On research: You must consult, understand, and cite at least 10 sources. The more research you do the better.

7) On the conclusion: In the conclusion, restate your thesis and summarize the sections of your argument for this thesis.

8) On application: You may briefly state the significance of the passage you are discussing in the introduction, and you may briefly state the ramifications of your thesis in the conclusion. Otherwise, this paper is not about the applications of this passage. This paper is about the *meaning* of the passage. We must understand before we apply, and this is a paper about understanding.

9) What this paper is not: This paper is not a random collection of loosely related observations on a passage. Students who turn in random collections of loosely related observations on a passage will fail. This paper is not a commentary on the passage. Students who turn in a verse by verse commentary style treatment of a passage will fail.

10) What this paper is: This paper is an argument for a certain idea as the main point of a passage. Choose a passage, then study the passage until you understand its main point. Then show how everything else in the passage contributes to what you are claiming is the main point of the passage. If writing on a theme, the paper is an argument that your thesis on this theme is true.

11) On the use of the English language: Every student should read Strunk and White's *The Elements of Style*. Every student should also read and re-read his own writing. Nothing helps our writing more than time given to editing what we have written. *Please edit your work!* Ask yourself whether someone reading your sentences for the first time would easily understand your thoughts. Ask yourself whether your sentences are complete thoughts (do you have a subject and a verb). Endeavor to come up with something worth putting on paper, and then endeavor to write it in a way that is worth reading.

Schedule

Each lecture will last about 50 minutes. Also most days will begin with a brief 20 minute discussion of an article or book chapter. I will provide the articles.

Week 1:

Monday	Opener: Introductions, Syllabus, Questions Lecture 1: The Challenge of Old Testament Interpretation Lecture 2: Covenant Structure of Scripture Lecture 3: Biblical Theology, Typology, and Hermeneutics
Tuesday	Opener: Biblical-Theological Exegesis and the Nature of Typology – Emadi and Sequeira Lecture 1: Reading Historical Narrative Lecture 2: Preaching Historical Narrative Lecture 3: Introducing Joshua
Wednesday	Opener: The God Who Gives Rest in the Land - House Lecture 1: Joshua in Biblical Theology Lecture 2: Introducing Ruth Lecture 3: Introducing Ruth
Thursday	Opener: Enter Joshua: The “Mother of All Debates” in Biblical Archaeology – John Monson Lecture 1: Ruth in Biblical Theology Lecture 2: Introducing 1 Samuel Lecture 3: Introducing 1 Samuel
Friday	Opener: The Typology of David's Rise to Power - Messianic Patterns in the Book of Samuel - Hamilton Lecture 1: Introducing 1 Samuel Lecture 2: The Davidic Covenant Lecture 3: 1 Samuel in Biblical Theology
Saturday	Opener: Stalemate – The Message of Judges – Dever http://www.capitolhillbaptist.org/sermon/stalemate-the-message-of-judges/ Lecture 1: Introducing 2 Samuel Lecture 2: Introducing 2 Samuel Lecture 3: 2 Samuel in Biblical Theology Lunch Lecture 4: Introducing 1 Kings Lecture 5: Introducing 1 Kings Lecture 6: 1 Kings in Biblical Theology

Week 2:

Monday	Opener: None Lecture 1: Introducing 2 Kings Lecture 2: Introducing 2 Kings Lecture 3: 2 Kings in Biblical Theology
Tuesday	Opener: The Lines Have Fallen for Me in Pleasant Places – Ryan Fullerton http://www.ibclouisville.org/multimedia-archive/the-lines-have-fallen-for-me-in-pleasant-places/ Lecture 1: Interpreting the Prophets Lecture 2: Interpreting the Prophets Lecture 3: Introducing the Twelve
Wednesday	Opener: Decline – The Message of 1 Kings - Dever http://www.capitolhillbaptist.org/sermon/decline-the-message-of-1-kings/

	Lecture 1: Introducing Joel Lecture 2: Joel in Biblical Theology Lecture 3: Paper Reviews
Thursday	Opener: The Significance of Covenants in Biblical Theology - Gentry Lecture 1: Introducing Amos and Amos in Biblical Theology Lecture 2: Introducing Obadiah and Obadiah in Biblical Theology Lecture 3: Paper Reviews
Friday	Opener: Historical Contingencies and Biblical Predictions - Pratt Lecture 1: Introducing Jonah Lecture 2: Introducing Jonah Lecture 3: Jonah in Biblical Theology
Saturday	Opener: 7 Ways of Preaching Christ from the OT – Griedanus/Wax https://blogs.thegospelcoalition.org/trevinwax/2013/06/04/7-ways-of-preaching-christ-from-the-old-testament/ Lecture 1: Q&A Session Lecture 2: Special Lecture or Catch-up Lecture Lecture 3: Special Lecture or Catch-up Lecture Lunch Final Exam

Grading Scale

Letter	Percent	Points			
A	96-100	4.00	C-	71-73	1.67
A-	92-95	3.67	D+	69-70	1.33
B+	88-91	3.33	D	67-68	1.00
B	84-87	3.00	D-	65-66	0.66
B-	80-83	2.67	F	< 65	0.00
C+	77-79	2.33	I	Incomplete	0.00
C	74-76	2.00			

Course Policies

Attendance in class is critical for learning the necessary material. Students are, therefore, expected to attend every class session. ITS understands, however, that unexpected and unavoidable emergencies do occur in the course of study. Two absences in one course will not result in a lower grade. Three or four absence, however, will result in lowering the student's grade by one letter. Five absences will result in an automatic F.

Incompletes can be granted at the professor's discretion based on the likelihood that the student can complete the necessary coursework with no more than one month of extra time, and given that the student is currently passing the course at the time of the request. The regular attendance policy still applies. Students are, therefore, encouraged to withdraw if more than four classes will need to be missed.

Plagiarism and cheating will be grounds for an immediate F in any given course. A second occurrence will result in expulsion from the school.