

COURSE SYLLABUS

OT508: The Post-Exilic Prophets

Course Lecturer: Richard O. Rigsby, ThD, PhD

Professor of Semitic Languages and Old Testament at Talbot School of Theology

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Even when His people fail, God remains faithful. This course explores God's relationship with Israel after the exile as recorded in the historical and biblical contexts of the prophets Haggai, Zechariah, and Malachi. The course begins with a study of the historical and cultural backgrounds of each book and then moves to a detailed exposition of the messages, events, and contents of the postexilic books. Rigsby examines how these messages of God's faithfulness apply to His people today.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Understand the times in which the Post-Exilic Prophets ministered.
- Grasp how the Post-Exilic period fits into the flow of Biblical history.
- Be acquainted with the messages of Haggai, Zechariah, and Malachi.
- Be aware of how these messages might be applied today.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Richard O. Rigsby, ThD, PhD

Education:

- College of William and Mary and George Washington University, graduate work
- Southern Baptist Theological Seminary, ThD and PhD
- Golden Gate Baptist Theological Seminary, BD and MDiv
- John B. Stetson University, AB

Teaching Career:

- Professor of Semitic Languages and Old Testament, Talbot School of Theology, Biola University
- Adjunct Professor of Biblical Studies, Golden Gate Baptist Theological Seminary
- Associate Professor of Old Testament, Simpson College (mid-1970s)
- Director of the Bible Lands Program, which aids students in connecting the biblical landscape of Turkey, Greece, and Rome with the Bible itself
- Lectured and ministered in several countries around the world

Other Career Highlights:

- Ordained as a Baptist minister
- High involvement with local church ministries throughout the states of California, Kentucky, and Virginia
- Pastor at more than a dozen churches over the course of 40 years
- Intelligence Analyst, United States Army (late 1950s)
- Member of various associations, including the *American Academy of Religion*, *Biblical Archaeology Society*, and the *Evangelical Theological Society*
- Los Angeles Board of Jews for Jesus

Publications:

- Numerous articles for *Nelson's Illustrated Bible Dictionary*, *The Holman Bible Handbook*, and *The Anchor Bible Dictionary*
- Translator of Ezra, Nehemiah, and Job for the *New King James Bible*; in total translated more than 10% of the Old Testament
- Author of many of the notes and study materials for the *Old Testament for the Open Bible* and the *Life Recovery Bible*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

The student will need access to the following materials:

A good translation of the Old Testament.

Baldwin, Joyce. *Haggai, Zechariah, Malachi*. Tyndale Old Testament Commentaries. Downers Grove, IL: InterVarsity Press, 1972.

Bright, John. *A History of Israel*, 3rd ed. Philadelphia: Westminster Press, 1981.

Feinberg, Charles L. *The Minor Prophets*. Chicago: Moody Press, 1976.

Freeman, Hobart. *An Introduction to the Old Testament Prophets*. Chicago: Moody Press, 1968.

Gaebelein, Frank E. *The Expositor's Bible Commentary*, Vol. 7. Grand Rapids: Zondervan Publishing House, 1981.

Merrill, Eugene H. *Haggai, Zechariah, Malachi*. Dallas: Biblical Studies Press, 2003.

Wood, Leon. *A Survey of Israel's History*. Grand Rapids: Zondervan Publishing House, 1970.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how

to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen to all 24 lectures recorded by Dr. Richard O. Rigsby.
3. **Bible Reading:** Every chapter of the three Post-Exilic Prophets should be read at least twice, preferably once in the King James Version and once in the New American Standard Version or the New International Version.
4. **Collateral Reading:** The student should read at least 1,000 pages outside of the assigned textbooks from the books listed in the Bibliography, giving a report on a separate sheet indicating the title of the book, author, publisher, date of publication, pages read.
5. **Study Guide/Lesson Assignments:** The student should submit written answers to all of the

questions in the Study Guide as well as the Lesson Assignments in the Syllabus in typewritten form.

- 6. Research Paper:** A research paper of approximately 4,000 words shall be submitted either on the subject of *The Unity of the Book of Zechariah* or on *The Exact Date of Malachi*.

The paper is to be typed following the guidelines of the latest edition of K.L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.

7. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)

1. Someone with whom you have a reasonably close relationship.
2. Someone who is a mature Christian ministry leader (i.e. a pastor).
3. Someone who is not your grader or a family member.
4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 8. Examinations:** There will be four written examinations: the first will be taken after Lecture 6, the second after Lecture 12, the third after Lecture 18, and the fourth after Lecture 24.

Course Grading

Your grade for the course will be determined as follows:

Study Guide/Lesson Assignments	30% of Course Grade
Collateral Reading	10% of Course Grade
Research Paper	10% of Course Grade
Spiritual Formation Project	10% of Course Grade
Examinations (10% ea.)	40% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Lesson Assignments

Lecture 1

1. Before listening to the recorded lecture:
 - a. Read 2 Kings 23:28-25:30 and 2 Chronicles 35:20-36:23.
 - b. Read Wood's *A Survey of Israel's History*, pages 369-383.
2. Listen to the recorded lecture, taking notes by following the material in the printed Study Guide and the corresponding questions.
3. Describe the occasion of Josiah's death.
4. Who were the main combatants in the Battle of Carchemish? Describe the outcome and its results, especially with regard to Judah.
5. Why did Nebuchadnezzar move against Jerusalem in 597 B.C.? What was the outcome of this encounter?
6. What was the outcome of Zedekiah's revolt?
7. Describe some of Nebuchadnezzar's building projects.

Lecture 2

1. Before listening to the recorded lecture:
 - a. Read Ezra 1-5 and quickly read the Book of Haggai.
 - b. Read Wood's *A Survey*, pages 383-406, and Freeman's *Old Testament Prophets*, pages 326-332.
2. Listen to the recorded lecture, taking notes by following the material and outline in the printed Study Guide and the corresponding questions.
3. Describe the life of the exiles in Babylon.
4. Beginning with Cyrus, list the Persian rulers, including the usurper.
5. Describe the three phases of the Return from Exile, including leaders, dates, and major accomplishments of each.
6. What is the year of the Book of Haggai? By what Persian king is the book dated?
7. Describe the structure of Haggai.
8. What "problems" with the Book of Haggai are discussed by Freeman?

Lecture 3

1. Before listening to the recorded lecture:
 - a. Scan the Book of Zechariah.
 - b. Read Freeman's *Old Testament Prophets*, pages 337-346.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions.
3. Discuss the basic structure of the Book of Zechariah.
4. List some of Zechariah's Messianic prophecies.
5. What is the problem of Matthew 27:9,10?

Lecture 4

1. Before listening to the recorded lecture:
 - a. Read the Book of Malachi and Chapter 1 of Haggai at least three times.
 - b. Read the following material:
 1. Freeman's *Old Testament Prophets*, pages 347-355.
 2. Feinberg's *The Minor Prophets*, pages 237-242.
 3. *Expositor's Bible Commentary*, pages 579-584.
 4. Baldwin's *Haggai, Zechariah, Malachi*, pages 37-45.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions.
3. Notice the problem of chapter division in the Book of Malachi.
4. List the two major dates for the Book of Malachi offered by conservative scholars. Which one does Rigsby espouse?
5. How does Feinberg reconcile Haggai 1:6 with 1:4?
6. Describe the time of year of this chapter.

Lecture 5

1. Before listening to the recorded lecture:
 - a. Read Haggai, Chapter 2, at least three times.
 - b. Read Feinberg's *Minor Prophets*, pages 242-248.

- c. Read *Expositor's Bible Commentary*, pages 584-591.
- d. Read Baldwin's *Haggai, Zechariah, Malachi*, pages 46-55.
- 2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions.
- 3. What are some alternate translations of "desire of all nations"?
- 4. In whom is the prophecy Haggai 2:22-23 fulfilled?
- 5. Discuss to what the promises of v. 9 refer, and the reasons Alden gives for his position.

Lecture 6

- 1. Before listening to the recorded lecture:
 - a. Read Zechariah 1:1-6 ten times.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 87-90.
- 2. Listen carefully to the recorded lecture, taking notes by following the material in the printed Study Guide and the corresponding questions at the close of that Guide.
- 3. Where does Zechariah 1:1-6 fall in the sequence with Haggai?
- 4. What reminder is given to the hearers that this prophecy is delivered during the "Times of the Gentiles"?
- 5. In this passage, who are meant by the "former prophets"?

Lecture 7

- 1. Before listening to the recorded lecture:
 - a. Read Zechariah 1:7-17 ten times preferably in different versions.
 - b. Read *Expositor's Bible Commentary*, pages 605-614.
- 2. Listen carefully to the recorded lecture, taking notes by following the material in the printed Study Guide and the corresponding questions at the close of the Guide.
- 3. According to Barker, what are the "kind and comforting words" referred to in 1:13?
- 4. What are the two major explanations of the "four horns"?
- 5. Explain the various positions taken by scholars on the identity of the fourth craftsman in 1:20.

Lecture 8

1. Before listening to the recorded lecture:
 - a. Read Zechariah, Chapter 2, five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 103-115.
 - c. Read *Expositor's Bible Commentary*, pages 616-622.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. What is the probable identification of the man with the measuring line?
4. What are the five prophecies growing out of the vision?
5. How will the earth be prepared for full kingdom blessing?

Lecture 9

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapters 3 and 4 five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 117-146.
 - c. Read *Expositor's Bible Commentary*, pages 622-631.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Explain how Joshua can be a representative figure for Israel.
4. How can an infinitely holy God bless such a befouled people?
5. In what ways does the lampstand differ from the lampstand of the Tabernacle and Temple?
6. In the vision identify the following figures of speech:
 - a. Personification
 - b. Apostrophe
 - c. Metonymy
 - d. Overstatement
 - e. Syntactical form of the sentence.
7. Why is oil an apt symbol of the Holy Spirit?

Lecture 10

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapters 5 and 6 five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 147-178.
 - c. Read *Expositor's Bible Commentary*, pages 632-642.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. According to Merrill, what is the significance of the flying scroll?
4. What are the two mountains of the vision? Why are they bronze?
5. What is the significance of the horses' colors?

Lecture 11

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapter 7, five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 181-191.
 - c. Read *Expositor's Bible Commentary*, pages 642-649.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. What was the fast of the fifth month? of the seventh month? of the fourth month? of the tenth month?
4. What indicates the people's weariness with the fasts?
5. What is the background of the figure "turn a stubborn shoulder"?

Lecture 12

1. Before listening to the recorded lecture:
 - a. Read Zechariah, Chapter 8, five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 193-207.
 - c. Read *Expositor's Bible Commentary*, pages 649-655.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. What are the five events to accompany Israel's restoration to the land?

Lecture 13

1. Before listening to the recorded lecture:
 - a. Read Zechariah, Chapter 9, five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 211-219.
 - c. Read *Expositor's Bible Commentary*, pages 656-661.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the book.
3. What is the usual interpretation of 9:1-8?
4. What is the literal interpretation of the "land of Hadrach"?
5. What were the joint capitals of Phoenicia?
6. Of the Philistine Pentapolis, which city is omitted?

Lecture 14

1. Before listening to the recorded lecture:
 - a. Read Zechariah, Chapter 9:9-10:4 five times, preferably in different versions.
 - b. Read Merrill's *Haggai, Zechariah, Malachi*, pages 219-238.
 - c. Read *Expositor's Bible Commentary*, pages 662-670.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. List the six ways joy is experienced at the coming of the King in 9:9.
4. List the characteristics of Messiah in 9:9.
5. List the four results of Israel's deception in 10:2-4.
6. What is the significance of "rain" in 10:1, and what other OT passages accompany this one?

Lecture 15

1. Before listening to the recorded lecture read Zechariah 10:5-11:9 five times, preferably in different versions, and carefully study this portion of Scripture under consideration.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. What historical context offers some historical application of Zechariah 10:5-12?

4. When will the events of those verses (10:5-12) be literally fulfilled?
5. What will the “consuming fire” of Zechariah 11:1-3 destroy?
6. What are the two usual interpretations of the “flock of slaughter” in Zechariah 11:4?

Lecture 16

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapter 11, five times, preferably in different versions, and carefully study the chapter.
 - b. Read Merrill’s *Haggai, Zechariah, Malachi*, pages 249-268.
 - c. Read *Expositor’s Bible Commentary*, pages 673-680.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Discuss the difficulties in 11:12,13.
4. What are some of the solutions to the problems of the Matthew 27:3-10 passage?

Lecture 17

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapter 12:1-9 ten times, preferably in different versions, and carefully study this portion.
 - b. Read Merrill’s *Haggai, Zechariah, Malachi*, pages 271-278.
 - c. Read *Expositor’s Bible Commentary*, pages 680-682.
2. Listen carefully to the recorded lecture, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Show the fourfold manner the oracle in 12:1-9 is authenticated.
4. What four general interpretations are offered for the “thirty pieces of silver”?
5. What three participles describe Yahweh in Zechariah 12:1?
6. What two figures of speech are used to represent Israel in Zechariah 12:2,3?
7. When will the details of Zechariah 12:1-9 be fulfilled?

Lecture 18

1. Before listening to the recorded lecture, read Zechariah 12:10-13:5 five times, preferably in different versions, and carefully study this portion of Scripture for yourself.
2. Listen carefully to the recorded lecture material over this portion, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. What are some different Jewish and Christian identifications of the “Pierced One” in Zechariah 12:10?
4. When did the literal “piercing” take place?
5. When will the “piercing” become effective for the cleansing of National Israel?

Lecture 19

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapter 13, five times, preferably in different versions, and study the portion for yourself.
 - b. Read Merrill’s *Haggai, Zechariah, Malachi*, pages 287-298.
 - c. Read *Expositor’s Bible Commentary*, pages 682-688.
2. Listen carefully to the recorded lecture material, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Why do most believe that 13:6 does not refer to Christ?

Lecture 20

1. Before listening to the recorded lecture:
 - a. Read Zechariah, chapter 14, five times, preferably in different versions, and study the portion for yourself.
 - b. Read Merrill’s *Haggai, Zechariah, Malachi*, pages 299-320.
 - c. Read *Expositor’s Bible Commentary*, pages 688-697.
2. Listen carefully to the recorded lecture material, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Describe the scope and the structure of this prophecy.
4. Does “holy ones” mean exclusively angels in 14:11?
5. What is the meaning of the “Canaanite” in 14:21?

Lecture 21

INTRODUCTORY MATTERS FOR MALACHI

1. How many years elapsed between the completion of the Temple and the Return of Ezra?
2. What was Ezra's primary purpose for his return?
3. What group of documents illustrates an extra Palestinian Jewish community of Post Exilic times?
4. What was the most painful problem of the people's purity that Ezra faced?
5. What was Nehemiah's primary purpose for his return?
6. How long did it take to finish the walls?
7. What abuses needed correction during the second administration of Nehemiah as governor?
8. What have these conditions to do with the dating of the Book of Malachi?

Lecture 22

1. Before listening to the recorded lecture:
 - a. Read Malachi, Chapter 1, five times, preferably in different versions, and study the portion for yourself.
 - b. Read Feinberg's *The Minor Prophets*, pages 249-254.
 - c. Read *Expositor's Bible Commentary*, pages 709-714.
 - d. Read Baldwin's *Haggai, Zechariah, Malachi*, pages 221-232.
2. Listen carefully to the recorded lecture material, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. List the sins Malachi addressed.
4. How do Baldwin, Alden and Merrill understand God's "hate" for Esau?

Lecture 23

1. Before listening to the recorded lecture:
 - a. Read Malachi, Chapter 2, five times, preferably in different versions, and study the portion for yourself.
 - b. Read Feinberg's *The Minor Prophets*, pages 254-259.
 - c. Read *Expositor's Bible Commentary*, pages 714-718.
 - d. Read Baldwin's *Haggai, Zechariah, Malachi*, pages 232-242.

2. Listen carefully to the recorded lecture material, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. From Malachi 2:6, according to Alden, list the hallmarks of those who would serve in the temple.
4. To what does the idiom “covereth his garment with violence” refer?

Lecture 24

1. Before listening to the recorded lecture:
 - a. Read Malachi, Chapters 3 and 4, five times, preferably in different versions, and study the portion for yourself.
 - b. Read Feinberg’s *The Minor Prophets*, pages 259-269.
 - c. Read *Expositor’s Bible Commentary*, pages 718-725.
 - d. Read Baldwin’s *Haggai, Zechariah, Malachi*, pages 242-253.
2. Listen carefully to the recorded lecture material, taking notes by following the outline and material in the printed Study Guide and the corresponding questions at the close of the Guide.
3. Who is “my messenger” in Malachi 3:1?
4. Who is the “messenger of the covenant” in Malachi 3:1?

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