

# JMS560 Messianic Prophecy

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Criswell College  
J-Term: Jan 11-15, 2010; Mon-Fri  
8:00-12:00 and 1:00-5:00  
Room: E208

## I. COURSE DESCRIPTION

An advanced course tracing the development of Messianic prophecy in the Old Testament as it relates to Israel and the nations, and also shows its fulfillment in the Person of Jesus, the Messiah of Israel. Gives attention to Jewish interpretation of prophetic passages as expressed in Jewish literature.

## II. COURSE OBJECTIVES/LEARNING OUTCOMES

This course is designed to enable students at an introductory level:

- A. to identify and interpret the major messianic prophecies of the Old Testament.
- B. to develop skill in the art and science of interpreting the prophetic literature of the Bible.
- C. to increase their confidence in Jesus of Nazareth as the fulfillment of messianic prophecy.
- D. to distinguish how the Old and New Testaments complement one another, forming one unified Bible.
- E. to develop skill and confidence in using messianic prophecy as a spoken and written apologetic for Jewish people, as well as Gentiles.

## III. COURSE TEXTS

- A. NASB, ESV, HSCB or NIV Bible – the NASB is preferred.
- B. Kaiser, Walter. *The Messiah in the Old Testament*. Grand Rapids: Zondervan, 1995.
- C. Rydelnik, Michael. *The Messianic Hope: Is the Old Testament Really Messianic?* Pre-publication Copy (Do Not Reproduce).

## D. Articles in Packet

**IV. COURSE REQUIREMENTS AND EVALUATION PROCEDURES**

## A. Reading

1. Read Kaiser and Rydelnik in their entirety before the course begins.
2. Read the articles, after the completion of the course.
3. Students must report their reading by February 12, 2010.

## B. Writing

Write a 10–13 page interpretive study paper, selected from the following list. If you would like to write on another topic or passage, please discuss this with the instructor. The paper must be emailed to me by February 12, 2010.

1. *A Hermeneutical Study* – Many consider Genesis 3:15 to be the “Protoevangelium” (first gospel) and identify it as the very first Messianic Prophecy in the Bible. Today, some evangelicals contend that it is not messianic at all. Which position do you take? For this study, using the literal/grammatical method of hermeneutics, determine whether Genesis 3:15 is messianic, defending your view and criticizing the other. Then explain what the significance of this prophecy is in its context.
2. *An Exegetical Study* – Write an exegetical exposition of Psalm 110 including authorship, setting, outline, exposition and Messianic fulfillment. Be sure to treat the significance of the prophecy as it relates to the deity and royal priesthood of the Messiah.
3. *A Contextual Study* – Study Isaiah 7:14 in its context. Define the word “almah” and state why it should be translated “virgin” or “young woman.” Explain the prophecy’s fulfillment showing how the prophecy relates to the danger Ahaz was facing in the original context and how it relates to the virgin birth of the Messiah (Matt 1:18–25)
4. *An Apologetic Study* – Read Gerald Sigel’s critique of the “Christian” interpretation of Isaiah 53 in his book *The Jew and the Christian Missionary*. You will note that Jewish interpreters frequently understand Isaiah 52:13–53:12 as non-Messianic, referring either to the nation of Israel or some other individual. Summarize and critique these views and defend the Messianic interpretation. Be sure to demonstrate how Jesus of Nazareth is the referent of this passage.

5. *A Theological Study* – Study the Old Testament passages that reveal the deity of the Messiah and write a *systematic* presentation of this doctrine.
6. *A Synthetic Study* – Zechariah the prophet’s focus is on the eschatological Temple and the promised Messiah. Summarize the messianic prophecies of Zechariah, showing how they fit into the literary strategy of the book.

**Paper Guidelines:** Papers should be typed, double-spaced with 1” margins all around with a 12 pt. font, with footnotes, according to the *Criswell College Manual of Style*. Use major headings and sub-headings to divide your paper.

### C. Testing

Exams: There will be daily quiz over the previous day’s material and a cumulative take home final exam distributed on Friday.

## V. GRADING SCALE

### A. Relative weight of the assignments

Interpretive Paper	30%
Quizzes	30%
Exams	30%
Reading Report	10%

### B. Grading scale

1. A 93–100
2. B 86–92
3. C 78–85
4. D 70–77
5. F below 70

## VI. CLASSROOM MILIEU

- A. **ACADEMIC HONESTY:** Absolute truth is an essential belief and the basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty includes the basic premise that all work students submit must be their own and any ideas received from somewhere else must be carefully documented.
- B. **LEARNING DISABILITIES:** If you have learning or other disabilities, please inform the professor at the beginning of the course. Our intention is to help all students learn. We will try to accommodate your needs if at all possible.
- C. **STUDENT DRESS (While on Campus):** All students are to follow Criswell College dress code as noted in the Student Handbook. Students not in compliance may be asked to leave class. Here are the basics of the dress code. Jeans and casual wear are

appropriate provided that the clothing is modest and in good condition. Both men and women should avoid extremes in hairstyles and jewelry. No body piercings are allowed except women's earrings. All students are expected to maintain proper hygiene and grooming. *Shorts and tank-tops are not allowed on campus.* Other inappropriate wear would include torn clothing, skimpy dresses, bare midriffs and bare shoulders.

## VII. ATTENDANCE POLICIES (2009–2010 Criswell College Catalog, Academic Policy Section)

Since class participation is vital to learning, absences should be taken only when absolutely necessary. Absences of class sessions for more than seven (7) classes for two-days-per week classes and three (3) for block classes will result in an "F" in the course. The professor and the Executive Vice President and Provost must approve all exceptions to this policy. Proportionate absences apply to all other terms (J-Term, summer classes, language term, etc.).\* Students are responsible for all absences due to illness or any other reason. Granting of excused absences is permitted at the discretion of the professor.

Being at least fifteen minutes (15) minutes tardy to class, or departing fifteen (15) minutes prior the end of class is considered one absence. Three instances of tardiness of fifteen minutes or less equals one absence. The tardy student is responsible for notifying the professor of his/her presence in writing at the end of class. Students who wish to depart early should clear it with the professor prior to departure.

\* Notice that because of the short amount of time for the class, missing more than one day of class results in a grade of "F". If you are present during one or some part of the day's sessions but not the other(s), your absence will be registered in relation to your grade.

## VIII. COURSE TOPICS

### Monday, January 11

Getting a Grip on Messianic Prophecy  
Approaches to Messianic Prophecy  
Text-Critical Perspectives

### Tuesday, January 12

Canonical Perspectives  
Inner-Biblical Perspectives  
New Testament Perspectives  
Rashi and Messianic Prophecy  
Interpreting Messianic Prophecy  
Categories of Messianic Prophecy  
Jewish Messianic Expectation

### Wednesday, January 13

Genesis 3:14–15  
Genesis 49:8–12  
Numbers 24:1–9  
Numbers 24:15–19  
Deuteronomy 18:15–18  
2 Samuel 7:12–16

### Thursday, January 14

2 Samuel 23:1–7  
Psalm 2  
Psalm 110  
Psalm 22  
Psalm 16

Isaiah 7:1–25

Isaiah 9:1–7

**Friday, January 15**

Isaiah 52:13–53:12

Daniel 9:24–27

Zechariah's Messianic Hope

**FINAL EXAM**

**GENERAL BIBLIOGRAPHY**

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